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ABSTRACT

Reading Is Fundamental (RIF) is a national program that seeks to motivate children to read. Implemented by local sponsors and aimed at disadvantaged groups, it offers participating children a wide selection of attractive paperbound books about interesting people, places, and events. The multisite evaluation discussed in this technical report studied children, their parents, their teachers, and the RIF delivery agents in six cities in different parts of the nation. The evaluation focused on both the outcomes of the program and its operating processes. Matched samples of fifth graders and second graders, half of whom were attending RIF programs and half were not, were interviewed and tested in the study. Instrument development, analysis, and results are discussed in detail in this report. Copies of the instruments used, instructions to the interviewer, and the process evaluation are included as appendixes. The evaluation, which found that RIF students exhibited more positive feelings about being in the presence of books, was generally favorable to the RIF program. (AA)

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# A Multisite Evaluation of Reading Is Fundamental: Technical Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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## FOREWORD AND ACKNOWLEDGMENTS

The evaluation to be discussed in the following pages will hopefully add to our general knowledge of children's attitudes and behavior toward books, reading, and school. More specifically, these data may be helpful to the staff of the National Reading Is Fundamental (RIF) project as its program expands.

It is advisable to note that all studies of this scope have limitations and no evaluation can be considered definitive. Limitations in sampling procedure, instrumentation, and focus are present; however, this report serves as the most thorough evaluation of RIF to date. It is being issued in two versions: the present Technical Report, which was reviewed earlier this year by the National RIF office; and the Summary Report, intended for a more general readership.

Four groups interacted to make this evaluation project a success. The National RIF staff provided invaluable historical perspective and continuous consultation on various facets of the effort. Mrs. Margaret C. McNamara, the developer of RIF, was a pleasure to work with. Her dedication is a model for all social reformers. Dr. Sidney Nelson, president of RIF, recognized from the beginning the importance of an extensive evaluation of RIF -- to expand on RIF's strengths and to modify any weaknesses. His key Washington staff members, Ms. Barbara Atkinson and Ms. Bibi Mays, were always available to help us better understand the program.

Acknowledging that RIF is a program of national importance with public policy implications for education, the Carnegie Corporation

awarded a grant to the Center for Advanced Study in Education to conduct a nationwide evaluation of RIF. Ms. Barbara Finberg, the Carnegie project officer, was helpful initially in clarifying the objectives of the evaluation and in continually monitoring the effort. I sincerely appreciate the foundation's grant in an era when research, development, and evaluation support is dwindling.

No project director is smart enough to undertake a complex task like an extensive evaluation of RIF without help from others. While a distinguished Advisory Board was envisioned from the beginning, I am pleased to report that the members of this "blue-ribbon" group did not merely lend their names to the effort; they actually worked. Every critical decision in experimental design, instrumentation, and scope of work was reviewed and approved by the following Advisory Board members:

Dr. Jeanne S. Chall, Professor of Education and Director of the Reading Laboratory, Harvard Graduate School of Education.

Dr. Alan Cohen, Director, Systems Division, Random House, Inc.

Dr. Sidney P. Marland, President, College Entrance Examination Board.

Dr. Francis H. Palmer, Provost, Educational Research and Development, State University of New York at Stony Brook.

Ms. Marguerite C. Selden, Former Councilwoman, Washington, D.C. City Council.

Dr. Max Weiner, Director, Center for Advanced Study in Education, and Executive Director, Ph.D. Program in Education, the Graduate School and University Center of the City University of New York.

As a group and as individuals, they were a tremendous help and I thank them for sharing their talents with us considering their busy schedules.

Everyone knows that project directors receive too much of the credit for the efforts of their groups. Let this not be the case here. The project staff was a beautiful mixture of dedicated, talented individuals. Dr. Virginia Sibbison and Dr. Karl Heiner contributed their special skills in data analysis and report writing to insure an objective and literate report. Ms. Marion Grogan assessed all of the experimental and control subjects from California to New York. May I be forgiven for inflicting so much work on such a nice person. Ms. Ruth Kass, Ms. Gladys O'Neil, Ms. Joan Clayton, and Ms. Mildred Tessler were involved in data analysis, report writing, and project administration. I thank them again for all of their help.

Ronald K. Parker, Ph.D.
Project Director

# INTRODUCTION

## Background of Reading Is Fundamental

Reading Is Fundamental (RIF) is a nationwide program developed to motivate children to read by offering them a wide selection of inexpensive paperback books from which they may choose and keep books of their own. For many of these children, who are from low-income areas where home libraries are frequently nonexistent, RIF books are the first that they have ever owned. By making books available to these children and emphasizing the fun of reading them, the RIF program seeks to stimulate children's interest in reading for pleasure.

Essential characteristics of the RIF program include the following:

- Provision of a minimum of five paperbacks as free gifts during a school year to each child starting in the program.
- Provision of a wide range of choices among books.
- Freedom of choice in book selection.
- Continuity of the program over a period of time.
- Involvement of parents.
- Involvement of a cross-section of community agencies and groups.

The initial concept of RIF dates back to the mid-1960s in Washington, D.C., with Mrs. Margaret C. McNamara. As a remedial reading tutor in an inner-city elementary school, Mrs. McNamara discovered that many of the

students, reading well below their grade norm, had never owned a book. Convinced that by having books of their own -- fun books -- children might be motivated to read for pleasure, she generated enough interest and support to fund a pilot project in the District of Columbia. From the onset of this initial project in 1966, which provided books to some 50,000 children, RIF has expanded to include more than 282 local programs, operating in 46 states. An additional 85 programs are in various stages of development (See Table I).

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Insert Table I

---

In addition, a National RIF office was established in 1968 to serve as an organizational center. National RIF provides guidance and technical advice, circulates reports and materials from all RIF projects, conducts workshops on how to develop and manage local projects, and serves as a coordinator for bringing together interested people in various cities, towns, or states who want to start projects.

Individual RIF programs are the essence of RIF, since the strength of the project lies in the grass roots involvement of children, parents, teachers, and other community members. At the local level, RIF programs are voluntarily sponsored by organizations such as libraries, business associations, fraternal clubs, the American Association of University Women, the Jaycees, Church Women United, the Urban League, business firms, and banks.

Each local RIF project is geared to the needs of the particular community it serves, be it an Indian reservation, rural towns of the deep

TABLE I

Growth of Nationwide RIF Programs Since 1969*

| Year | Active | Developing | No. of States |
|---|---|---|---|
| 1969-1970 | 10** | 0 | 0 |
| 1970-1971 | 31 | 8 | 22 |
| 1971-1972 | 73 | 30 | 34 |
| 1972-1973*** | 128 | 89 | 40 |
| 1973-1974 | 203 | 119 | 46 |
| 1974-1975 | 282 | 85 | 46 |

*These figures reflect the calendar year totals which are slightly higher than those shown on past charts giving Fiscal Year figures (ending in June).

**Model Projects

***The complete Handbook for Development and Operations of RIF Programs became available in October, 1973.

South and Appalachia, Chicano communities in the middle and far West, or larger urban ghettos of the East coast.

Generally, according to the guidelines of the National RIF office, the local RIF approach in a given community has been to set up a series of book distributions or "book fairs" through which each participating child is permitted to select a minimum of five books per school year. Volunteer parents, high school and college students, Neighborhood Youth Corps workers, and interested community leaders frequently manage the logistics of the distributions and are an integral part of the successful operation of the project.

In addition, many projects offer children the option of purchasing additional books for a minimal charge; some projects even offer books to parents and teachers to purchase at cost. Ancillary activities accompanying the book distributions often include storytelling, discussion of favorite books, visits to neighborhood libraries, and group singing of the "RIF song." Some projects -- notably Pittsburgh -- have organized follow-up programs that include a Home Reading Program, RIF Membership Club, RIF Book Review (a collection of voluntarily written book reports submitted by students), and Reading Incentive Programs at local libraries.

National RIF has received literally hundreds of letters from project sites all over the country. Comments come from enthusiastic teachers, parents, community volunteers, and children themselves:

*"Thank you for your books because I never had any before. Your friend, Irene."*

*"I liked my book about Arthur Ashe. My father read it too."*

*"... RIF is the best program to have come to Harlem as of yet ... I hope RIF will be around for a long time."*

*"Hey, this is great. If RIF had been around when I was in school maybe I could read well now."*

*"The distribution of books in 'Reading Is Fun Day' was indeed a big and happy event in our school. The program was a big success and we are hoping for continued outstanding results."*

*"The RIF program motivated parents as well as youngsters, and several parents helped in the distribution of books. It was gratifying to see the youngsters carrying their books with a look of joy and pride of ownership as they left the room. The program has given our youngsters a big interest in reading, all due to the access of the wide variety of interesting and exciting books, books which have improved their reading."*

RIF seems to be having a positive effect on the communities it serves, as evidenced by the enthusiastic responses of students, their parents, and local school personnel. But what exactly is this effect? How can it be evaluated?

## History of Local RIF Evaluations

Local evaluation reports of RIF projects, conducted by project personnel or investigators not associated with the projects (Boldovici, Rosenfield, and Wilkes, 1971; Hooks, 1974) have surveyed student, teacher, parent, school administration, and library participants of RIF and yielded very positive results. Responses to questionnaires about the effectiveness of RIF on the students' reading habits and interests, the logistics of the distributions, and general success of the program have been consistently positive.

Other local evaluations conducted by independent investigators (Morgan, 1970; Claybour and Wolff, 1970; Bannister, 1973), involving pre- and posttest measures, have yielded results that are less clear than those obtained by the previously mentioned investigators in demonstrating the effectiveness of RIF on its target population. Morgan and Bannister, in separate studies, used pre- and posttest questionnaires, with a six- to eight-month intervening period during which several RIF distributions took place. Both investigators found no significant changes in students' attitudes toward reading and reading behavior. Claybour and Wolff used a standardized measure of student attitudes toward reading on a pre- and posttest basis, again with a six-month intervening period during which five RIF distributions occurred. Their results indicated no apparent change in students' attitudes toward reading. However, Morgan, as well as Claybour and Wolff, indicated that the measures of attitudes employed in their studies may not have been reliable instruments for the purposes of their investigations.

Only one of the local evaluations compiled to date has attempted to study the effect of RIF by comparing students involved in the program with a comparable sample of students not involved in RIF. Lym and Averitt (1974) conducted studies with comparable groups of treatment (RIF) and nontreatment (non-RIF) elementary and junior high school students.* They found some significant differences between RIF and non-RIF groups on the measures employed, although no consistent indications of the effect of RIF emerged from their data. Their instruments included measures of reading concept, and reading sentiment (School Perceptions Scale - B); and attitude toward reading (Scale of Reading Attitude Based on Behavior).

Local evaluative studies like these have provided and will continue to provide vital feedback on the effectiveness of local RIF projects. Additionally, they will help in identifying strengths and weaknesses in program operations. At the same time, National RIF has recognized a need for feedback on a national scale to identify the impact of RIF on its target population. This investigation, then, is the first nationwide evaluation of the RIF program.

## A Multisite Evaluation of RIF

This study takes a two-pronged approach to investigating the RIF program: a process evaluation and a product evaluation.

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* Comparable groups were broken down by sex, socio-economic status, and reading levels.

The Process Evaluation

The process evaluation involves creation of a data management system for continuous internal evaluation of the RIF program. Its purpose is to uncover or anticipate problems in the procedural design.

Three of the instruments included in the process evaluation provide data on how teachers, librarians, and delivery agents assess the effectiveness of their particular RIF programs, and are identical to probes utilized in the product evaluation. (For a description of the results, the instruments, and the methodology used in collecting these data, see Appendix D, Part One.)

The second part of the process evaluation provides for the design of three new monitoring instruments (see Appendix D, Part Two) as a method of systematically gathering feedback from local RIF projects for the National RIF office. The first profile instrument is designed to collect demographic and budget information and includes entries such as location of project, type of program, grade level of children served, number of books purchased during the year, etc. The second profile instrument is concerned with the basic operation of the project, problems encountered, special project features, and so on. The third instrument is designed to evaluate regional cluster meetings of local RIF project representatives. The data gathered from these three instruments, on a periodic basis, will provide constantly updated information and enable the RIF staff to make on-line adjustments in program operations based on systematic field input.

The three instruments used to collect information from current RIF contacts as well as the three new monitoring instruments discussed above may be helpful as a starting point for future in-depth clinical case studies of individual RIF sites.

## The Product Evaluation

Product evaluation measures the extent to which program objectives are being met. One of the mandates of product evaluation is to determine which objectives are going to be examined by any one study. Programs may have a number of interrelated goals, and their effectiveness in meeting them may vary with the differing demands of each one. Each objective deserves separate assessment, according to the priorities set by the administering program. This product evaluation has chosen to assess the impact RIF has had on children's motivation to read as seen by the children themselves, parents, teachers, and delivery agents. This evaluation was also designed to assess any influences RIF may have had on the parents of RIF children. RIF may be accomplishing a number of other important goals and providing other kinds of services to the children and communities it serves. Some of these goals and services are discussed in the recommendations section of this report.

Since RIF's stated primary objective is to motivate children to read, this study attempts to measure how successfully that goal is being accomplished. Specifically, three attitudes are examined that, it is believed, can contribute to and/or reflect a child's motivation to read:

- A child's attitude toward being in the presence of books; that is, how much does he/she enjoy being around books?

- A child's attitude toward reading; the term "reading" was never defined for the subjects. It is presumed that it carries broad connotations, reflecting interest in comics and magazines, as well as in textbooks and pleasure books.

- A child's attitude toward school.

The assumption is that if RIF can influence any of these attitudes, it will be making strides toward motivating children to read. Furthermore, these attitudes are useful for purposes of investigation because they can be conceptualized as points on a continuum, which represent degree of impact. Books, reading, and school represent increasingly far-reaching areas of influence. At one end of the continuum is the question of whether RIF is successful in motivating children to feel comfortable in the presence of books. At midpoint lies the issue of the amount of influence RIF is having on children's attitudes toward reading. Finally, at the far end of the continuum is RIF's influence in changing children's attitudes toward school. In addition, the study takes one behavioral index of a child's motivation to read. It asks the child to report the number of books he/she owns or has recently acquired.

A wide variety of research instruments were used to collect data on these issues. The data will be examined according to the following questions:

- Is the RIF program compared to the absence of a RIF program having a measurable effect on the four scales just mentioned?

- Does the grade level of the children make a difference?

- Does the sex of the children make a difference?

- Does the ethnic background and residence of the children make a difference?

- Is there an interaction between the design variables -- RIF program and grade level; RIF program and ethnic background of children; RIF program and city; etc?

A secondary area of potential RIF influence involves a positive "spill over" effect on the child's parents; that is, a child's experiences with RIF may positively influence his/her parents. Therefore, a second part of the product evaluation investigates whether or not RIF has had an influence on parents' reading habits and attitudes and on parents' interest in their children's reading experiences.

## METHODOLOGY

### Subjects

#### Child Population

The sample of children in this study consisted of 200 fifth graders and 240 second graders attending 19 schools in the following six sites: New York City; Firebaugh and Mendota, California; Phoenix; Oklahoma City; Pittsburgh; and Chicago. Although non-English-speaking children were excluded from the study, subjects were of mixed ethnic background including 25.2% (n=111) black, 30.2% (n=133) white, 35.0% (n=154) Mexican American, and 9.6% (n=42) Puerto Rican children. Half of the subjects, 115 girls and 105 boys, were attending non-RIF schools.

In order to qualify as a RIF subject in this study, a child must have participated in a RIF program for at least two years, except in New York City where only one year's participation was required. (This two-year requirement was waived for the New York City sample due to the unavailability of any community center based program that had met the two-year requirement). Of the 262 RIF projects in operation at the time, only approximately 5% of the sites met this condition. The decision to draw the sample from this relatively small number of sites was made by the RIF Research Advisory Board and the National RIF staff. Board members and National staff believed that it was important to choose the sample from children who had had at least a two-year exposure to RIF (See Table I).

These older programs lacked certain advantages that newer programs now have. Since National RIF regards continuity to be essential if the potential of the program is to be met, it is constantly developing new ways to serve and advise its local projects. In 1973, it published a comprehensive handbook to help local projects learn from one another and from the national program's experiences. Therefore, programs that met the two-year stipulation did not have the advantage, as did newer programs, of beginning their operations with the RIF handbook guidelines and the increased expertise National RIF had acquired over time (See Table I).

Both RIF and non-RIF subjects were randomly selected from class lists that had been broken down by grade, sex, and ethnicity. Whenever available, information was also obtained on the children's latest standardized reading test scores. Results of such tests were obtained for 160 of the second graders (84 RIF children and 76 non-RIF children) and 179 of the fifth graders (91 RIF children and 88 non-RIF children). Subsequent analyses indicated no statistically significant differences between the scores of the RIF children and those of the non-RIF children. (For a more detailed description of the distribution of children in the sample see Appendix A.)

Although children were selected within each site in order to match groups with respect to grade, sex, and ethnic background, selecting comparable schools was difficult. An attempt was made to locate RIF and non-RIF schools at each site where children were distributed similarly with respect to socio-economic background. As can be seen from Table II,

which shows the proportion of children in each school eligible for Title I funds, this was accomplished in New York City and Firebaugh-Mendota, but met with less success in Oklahoma City, Phoenix, Pittsburgh, and Chicago.

Insert Table II

To assess the compatability of reading skills of the children in the respective groups, the Wide Range Achievement Test (WRAT) was administered. The analysis of these scores is summarized in Table III. Initially, scores were broken down by grade, sex, city, and treatment group. However, this breakdown produced empty cells, since there were no fifth grade children in the Oklahoma City sample. Oklahoma City subjects were therefore removed from this analysis. Apart from the grade and city differences, the analysis showed that overall the RIF children and the non-RIF children had essentially the same average.

Insert Table III

The interaction between treatment group and city on WRAT scores is pictured in Figure I. RIF children in New York scored higher than their controls, while in Firebaugh-Mendota and Pittsburgh children in the control group, on the average, scored somewhat higher.

Insert Figure I

TABLE II

Proportion of Children in Schools Eligible for Title 1 Funds

| | Percent | RIF/non-RIF |
|---|---|---|
| **California Schools** | | |
| Firebaugh: | | |
| Mills School | 77.0% | RIF |
| Parkside School | 80.0% | RIF |
| Mendota: | | |
| McCabe School | 78.0% | non-RIF |
| Washington School | 78.0% | non-RIF |
| **Chicago Schools** | | |
| Byrd | 54.0% | RIF |
| Jungman | none | RIF |
| Sudder | 62.6% | RIF |
| Jirka | 29.7% | non-RIF |
| Dodge | * | non-RIF |
| **New York City Schools** | | |
| P.S. 108 | 80.5% | non-RIF |
| P.S. 101 | 91.5% | RIF |
| **Oklahoma City Schools** | | |
| Westwood | 36.2% | RIF |
| Mark Twain | 53.7% | non-RIF |
| **Phoenix Schools** | | |
| Lowell | 60.0% | RIF |
| Gray | 29.0% | non-RIF |
| **Pittsburgh Schools** | | |
| Spring Garden | 60.7% | RIF |
| Friendship | 45.6% | RIF |
| Liberty | none | non-RIF |
| Morse | 43.6% | non-RIF |

*This information was not available at the time of printing.

TABLE III

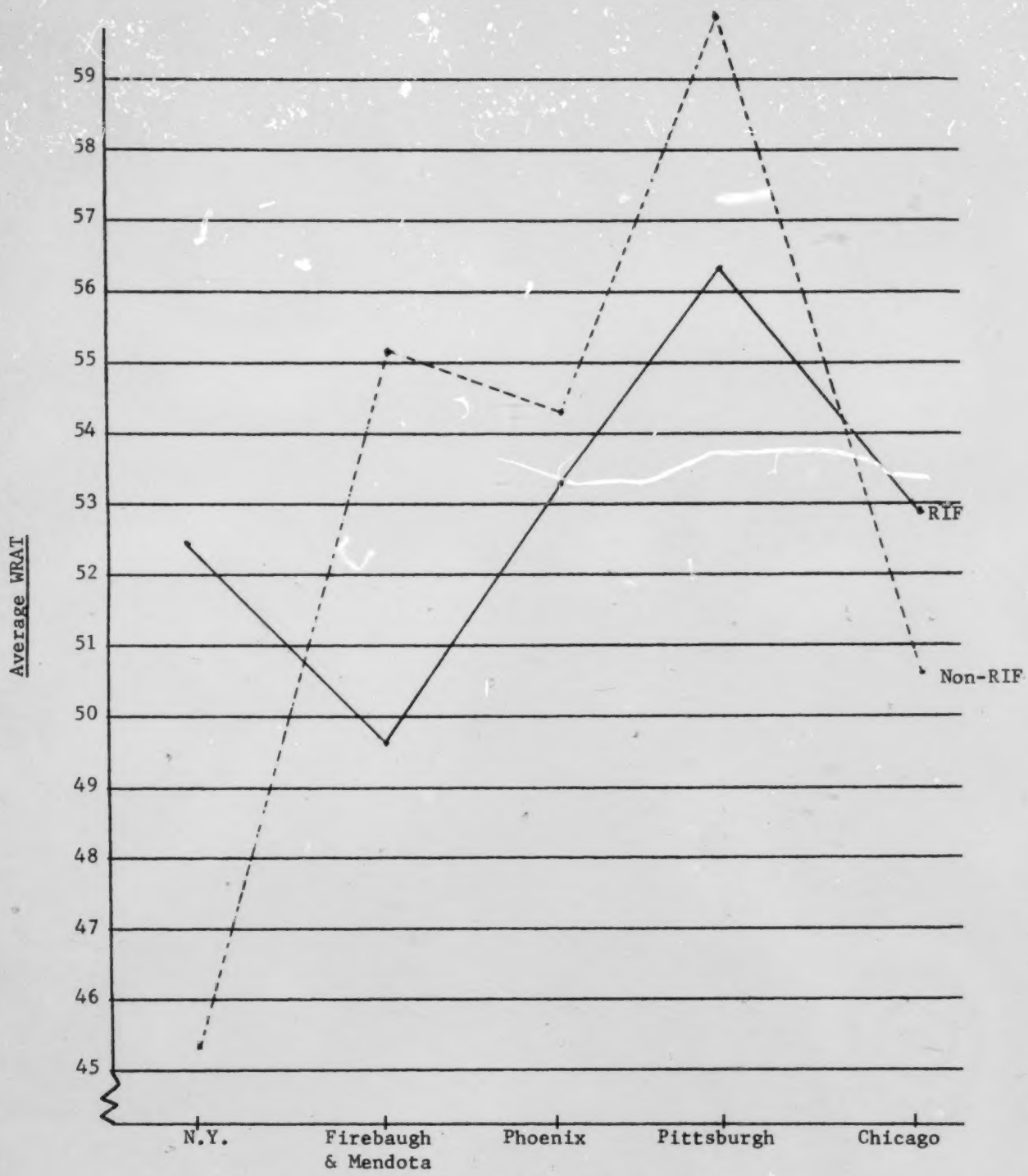
ANOVA Table for WRAT Scores
(N=395)

| Source | df | MS | F |
|---|---|---|---|
| Grade | 1 | 46,487.84 | 421.31** |
| Sex | 1 | 60.33 | 0.55 |
| City | 4 | 890.78 | 8.07* |
| Treatment Group | 1 | 0.38 | 0.00 |
| Grade x Sex | 1 | 136.93 | 1.24 |
| Grade x City | 4 | 644.43 | 5.84* |
| Grade x Treatment Group | 1 | 18.78 | 0.17 |
| Sex x City | 4 | 84.00 | 0.76 |
| Sex x Treatment Group | 1 | 11.08 | 0.10 |
| City x Treatment Group | 4 | 436.18 | 3.95* |
| Higher Order Interactions | 16 | 131.69 | 1.19 |
| Error | 356 | 110.34 | |

*$p \leq .05$
**$p \leq .01$

Figure I

Interaction Between Group and City WRAT Scores




Overall Means: RIF (N = 197) 53.00
Non-RIF (N = 198) 53.12

Parent Sample

Fifty-two parents, whose children had participated in the study as experimental (RIF) or control (non-RIF) subjects, comprised the parent sample. The 25 experimental and 27 control subjects, drawn from all six sites, were matched as closely as possible by ethnic background, sex, and grade of the child subjects. Most of the parents interviewed were English-speaking; however, when necessary, Spanish-English translators were employed during the interview. (For a more detailed description of the parent population, see Appendix A.)

## Instrumentation

A wide variety of research instruments was used to study the impact of RIF upon children's motivation to read. Four instruments measured attitudes toward reading, books, libraries, and school (Affective Rating Instrument, Sentence Completion Instrument, Reading Apperception Instrument, and the Child Interview). Another instrument, the Huck Inventory, assessed familiarity with classic children's literature. The composite instrument was designed by the research staff of the Reading Is Fundamental Multisite Evaluation Project, with input from the RIF Research Advisory Board and the National RIF staff.

The instruments, and the order in which they are discussed here, are:

- The Affective Rating Instrument
- The Sentence Completion Instrument
- The Child Interview
- The Reading Apperception Instrument
- The Huck Inventory

The complete instruments are reproduced in Appendix B.

The Affective Rating Instrument

The Affective Rating Instrument employed in this evaluation was a four-item instrument used to assess attitudes toward reading, books, libraries, and school. Specific items in the scale consisted of the following:

- How [do you feel] about reading?
- How about story books?
- And the library?
- And how about school?

Respondents were provided with a continuum of possible responses (ranging from very positive to very negative) in the graphic form of "smiling"/"not smiling" faces (See Appendix C). The most smiling face is here interpreted as "very positive"; the slightly smiling face as "positive"; the neutral face as "neutral"; the slightly frowning face as "negative"; and the most frowning face as "very negative."

The Sentence Completion Instrument

The Sentence Completion Instrument used in this evaluation was a nine-item instrument designed to measure positive, neutral, and negative attitudes toward books, reading, and school. Specific items and response categories from the scale are as follows:

- Books are ... Great/All right/Awful
- If someone asks me what do I learn from reading, I tell them I learn ... A lot/A little/Nothing

- Comic books are ... Awful/All right/Great
- When I read I feel ... Great/Good/Bad
- Reading is ... Boring/All right/Fun
- Magazines are ... Great/All right/Awful
- Going to reading class is something ... I don't like to do/ I don't mind doing/I like to do
- Most of the books I read are ... Interesting/All right/ Boring
- I think school is ... Great/All right/Awful

The Child Interview

The Child Interview included 49 questions designed to collect basic information on the subjects' reading habits and attitudes toward books, reading, school, and the library. The questionnaire items centered on two fundamental types of motivational indicators: attitudinal indicators and behavioral indicators. Typical questions falling into the attitudinal category were:

- How much do you enjoy reading?
- Do you like school?
- Do you like books?
- Do you like going to the library?

Typical questions falling into the behavioral category were:

- Have you read any books or stories lately?
- Most of the time do you read because you want to or because someone tells you to?

- Where do you read besides in school?
- Did you read in school today?
- How many books do you have that belong to you?
- Who do you talk to about the books you read?

The Reading Apperception Instrument

The Reading Apperception Instrument was projective in nature and modeled after the Education Apperception Test. Subjects were shown a picture of a child engaged in reading a book and were asked to describe what was happening in the picture and what the pictured child was thinking and feeling about what he/she was doing. The underlying assumption of projective tests is that the subject (the child) will project personal feelings and attitudes into his/her description of the picture and its meaning. Pictures of male and female and black and white children were used, matching with the sex and ethnic background of the subject.

Children involved in this research were given the following instructions:

> "I am going to show you a picture. I would like you to tell me a story about the picture -- what is happening in the picture and what the child is thinking and feeling about what he/she is doing."

The interviewer used probes (e.g., "How does he/she feel about what he/she is doing? Does he/she like or not like reading the book? What

kind of book do you suppose it is?")to elicit as many responses from the child as possible during a one-minute period. Subjects' comments were scored as reflecting positive, neutral, or negative attitudes toward reading.

The Huck Inventory

The Huck Inventory is designed to measure children's familiarity with story-book characters and events. Two versions were used in this evaluation, depending upon the grade levels of the children in the sample. The Huck Inventory (Grades 1-3) was administered to the second grade youngsters, and was composed of eight items, such as:

- Little Miss Muffet was badly frightened by . . .
  a toad/a spider/a snake.

The Huck Inventory (Grades 4-6) was presented to all of the fifth graders. It also contained eight items, however, the story characters and events were taken from readings suited to the older ages of the youngsters being scored. For example:

- Charlotte's Web is a book about a spider who . . . befriends Freddy Fox/befriends Wilbur, the Pig/befriends an elephant.

## Procedure

One female interviewer conducted all of the interviews with child and parent subjects. To control for experimenter bias, a research assistant recorded data along with the interviewer during parent and child interviews in both RIF and non-RIF groups at one of the six sites used in the study. This assistant was not made aware of which subjects were RIF or non-RIF participants. The proportion of agreement between the interviewer and the research assistant ranged from .88 to 1.00 with a mean of .98.

Child interviews were conducted individually in rooms apart from the classroom, a corner of the auditorium, or a quiet hallway. Parent interviews were conducted at the school, in the home, or at the parent's place of business.

### Child Interviewing Procedure

The interviewer accompanied each subject from the classroom to the testing room, or greeted the subject in the testing room. Once the interviewer and the subject were seated at a table in the testing area, they talked briefly to establish rapport. The interviewer then gave the subject a brief introduction to the interview, emphasizing the nontesting nature of the interview and the confidentiality of all information collected. The interviewer then proceeded with the administration of the instrument, adhering to the prescribed instructions and wording of the question, except when the subject clearly did not understand an item. Each interview lasted approximately 20-25 minutes, during

which time the subject was free to move about, get a drink of water, or visit the bathroom. At the completion of the interview, the interviewer thanked the subject and he/she returned to class. A complete set of instructions can be found in Appendix C.

Pilot-Testing of the Composite Child Instruments

In order to assess the time needed to administer the composite child instruments and the clarity of the items, the composite was pilot-tested on ten subjects in New York City. Second and fifth graders of both sexes from several ethnic groups (black, Puerto Rican, and white) were included in the pilot sample.

Test-Retest Reliability Check of the Composite Child Instruments

To insure reliability of the composite child instruments, a test-retest reliability check was conducted in five of the six sites. In each site, 10% of both experimental and control samples were administered a sampling of items from the composite (20% of the sample in California was re-tested to compensate for the exclusion of the New York sample in the retest). The time lapse between "test" and "retest" was generally two days. The test-retest proportion of agreement was .82 for RIF subjects and .80 for non-RIF subjects.

Parent Interviewing Procedure

At the beginning of each parent interview, the interviewer briefly described the nature of the study and emphasized the confidentiality of the responses. A complete set of parent instructions can be found in Appendix C. During the 15-20 minute interview, all questions and response choices were read to the subject. In cases in which a Spanish-English interpreter was required, the interviewer read the items to the interpreter who then translated the interviewer's question and the parent's response. In all cases, the interviewer recorded the responses.

Pilot-Testing the Composite Parent Instrument

The parent composite instruments were administered to seven parents whose children were attending the elementary school selected as the pilot site. Mothers from several ethnic backgrounds (black, white, and Puerto Rican) were interviewed; all interviews were conducted in English on the school grounds.

# RESULTS

## The Composite Child Instruments

### The Four Direct-Response Child Instrument Scales

Four scales were developed from the three direct-response child instruments (Affective Rating Instrument, Sentence Completion Instrument, and the Child Interview) since these three instruments were particularly prone to positive response set. In an effort to overcome the problem of positive response set, similar items from the three instruments were combined in order to obtain four scales with variances greater than that for individual items.

Positive response set indicates the tendency of the child to report favorable attitudes toward reading, books, school, and the library even though he/she may not actually hold such feelings. Such a tendency results from the awareness of the social desirability of liking schools, reading, books, and libraries. In this study, for example, when a second grade child was removed from the classroom to be interviewed, the interviewer may have been perceived as a special authority figure due to the unusual nature of the interview. The tendency to evoke socially desirable responses may have caused the range of responses on the various items to be restricted.

The problem of positive response set was further compounded by the item response format. Items on the Child Interview typically allowed for only three possible responses: a positive, a negative, and a neutral response. Thus, the child was not allowed the opportunity to indicate

degree of positive feeling. Even assuming that most children will want to say something favorable to satisfy the interviewer or to please the classroom teacher, a wide range of possible alternative responses would more adequately distinguish between very favorable and somewhat less favorable responses. The item response format used in this study generally did not provide such alternatives.

The approach employed in developing the four scales was to use the items contained in the three direct-response child instruments. Thus, each subject would have a score on each of these scales, and the scale scores could be compared by means of standard analysis of variance (ANOVA) techniques. In theory, if all of the very small between-subject differences were consistent over the various items that comprised a scale, the aggregate differences embodied in scale scores might be sufficient to yield significant differences between RIF and non-RIF subjects.

In determining the scales to be used, two methods were employed. First, the instruments were examined to locate groups of items that seemed to deal with similar content areas. This method yielded three scales: a "reading" scale, a "library" scale, and a "school" scale. Next, the items were factor analyzed to verify these scales and to locate additional potentially useful item clusters.

The factor analytic procedures employed were: (1) a principal components solution with varimax rotation, available through the SPSS program package (Nie, 1975); and (2) an oblique solution, through Kaiser's Little Jiffy Mark IV Program (Kaiser, 1970). These two procedures yielded very similar results.

In each case, there were a number of factors specific to one or two items. Regarding the reading, library, and school scales, under each of the two factor solutions a "reading" and a "school" factor emerged with item loadings as expected. Under neither of the two solutions did a clear "library" factor emerge. This scale was therefore dropped.

In addition, the factor analyses indicated the existence of two more potentially useful factors, which were named "book wealth" and "book environment." Thus, ultimately four scales were adopted for use as dependent variables in subsequent analyses. These four scales are described in Figures II and III.

Insert Figures II and III

An estimate of the reliability of these scales was obtained using the Hoyt analysis of variance internal consistency technique. The estimated reliabilities are shown in Table IV.

Insert Table IV

Given the lack of variability on the individual items that comprise these scales, very high reliability coefficients were not to be expected.

Having determined these four scales, scores were obtained for each of the subjects. These scores were then employed as dependent variables in two analyses of variance procedures. The data were analyzed by fitting

FIGURE II

Description of Scales from Direct-Response Child Instruments

| Scale | Items* | Description |
|---|---|---|
| Reading | 1, 2, 8, 10, 11 13, 14, 18, 26, 39 | Attempts to measure how much subject likes reading in general. |
| School | 4, 15, 27 | Attempts to measure how much subject likes school. |
| Book Wealth | 41, 49 | Attempts to measure the number of books the subject has and the number of books he/she has recently acquired. |
| Book Environment | 3, 42, 54, 55 | Attempts to measure how much the subject enjoys being around books. |

*Item numbers refer to the items as they are labeled in Appendix B.

FIGURE III

Items Comprising the Scales Created from the Direct-Response Child Instruments

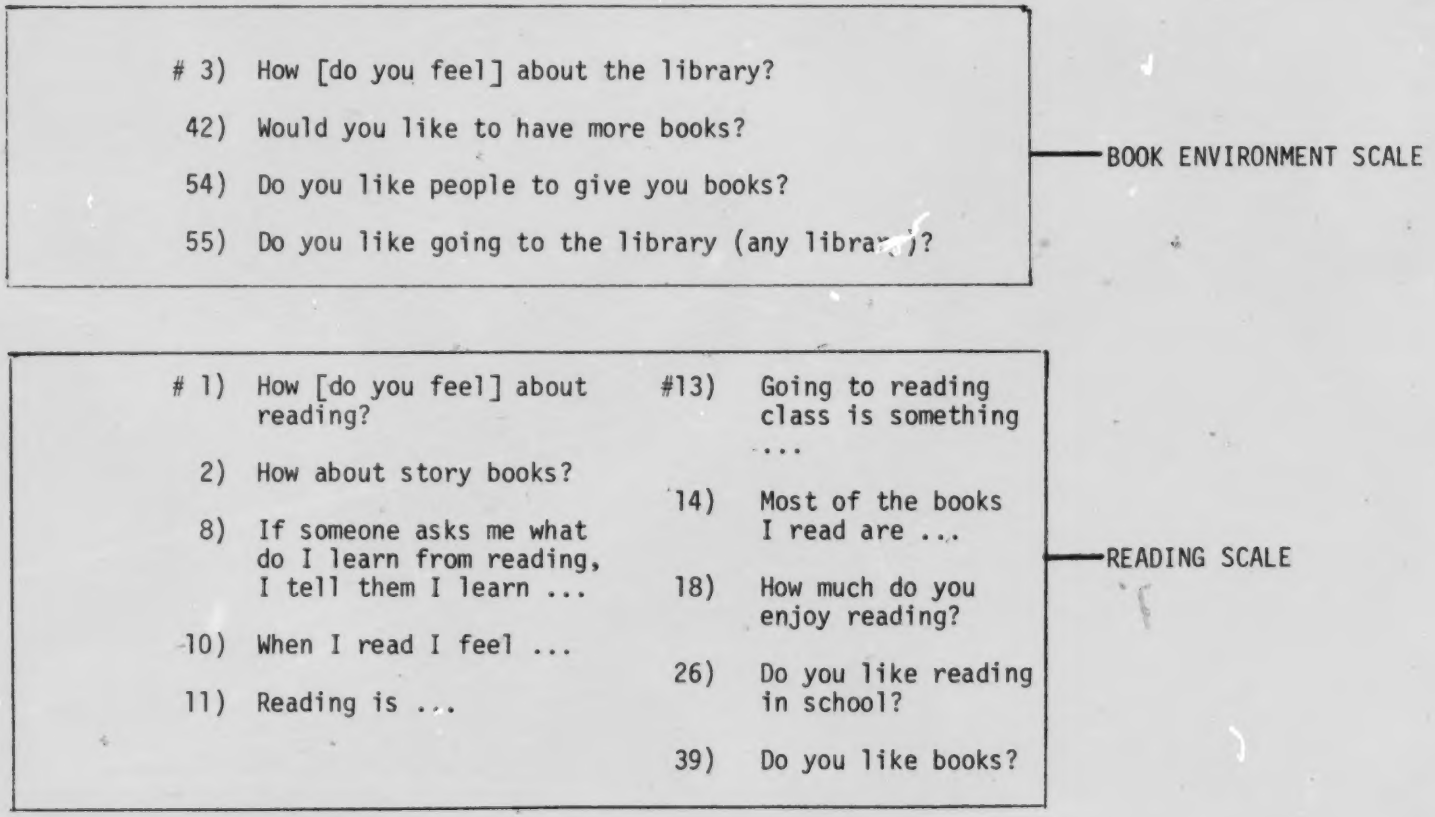
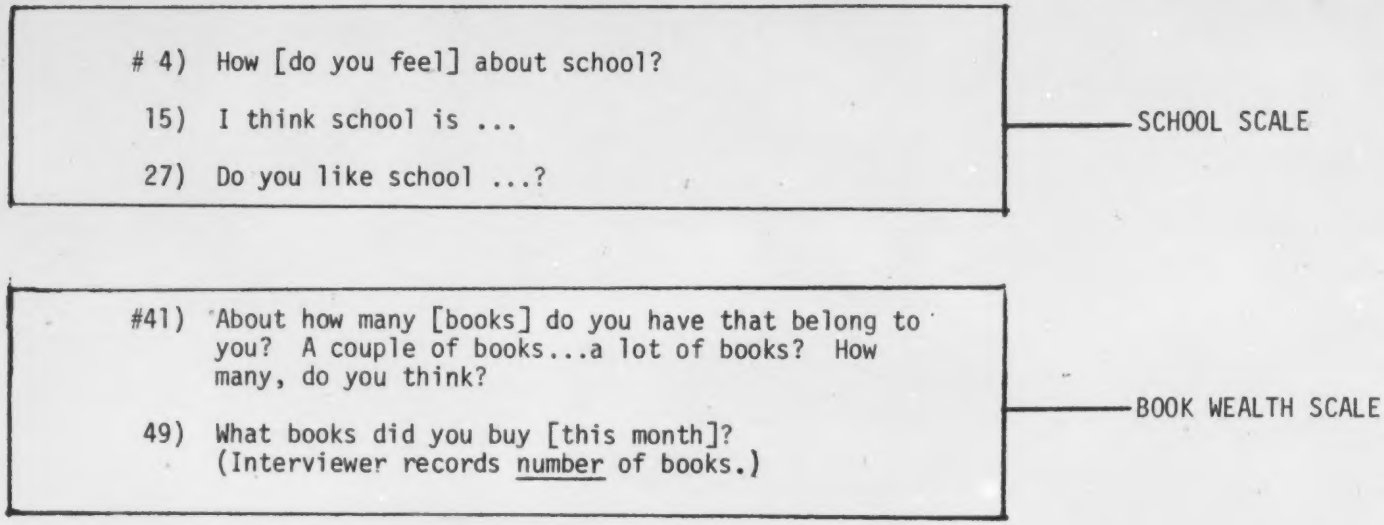

# 3) How [do you feel] about the library?
42) Would you like to have more books?
54) Do you like people to give you books?
55) Do you like going to the library (any library)?
BOOK ENVIRONMENT SCALE
# 1) How [do you feel] about reading?
2) How about story books?
8) If someone asks me what do I learn from reading, I tell them I learn ...
10) When I read I feel ...
11) Reading is ...
#13) Going to reading class is something ...
14) Most of the books I read are ...
18) How much do you enjoy reading?
26) Do you like reading in school?
39) Do you like books?
READING SCALE

FIGURE III (continued)

Items Comprising the Scales Created from the Direct-Response Child Instruments (Continued)


# 4) How [do you feel] about school?
15) I think school is ...
27) Do you like school ...?
SCHOOL SCALE
#41) About how many [books] do you have that belong to you? A couple of books...a lot of books? How many, do you think?
49) What books did you buy [this month]? (Interviewer records number of books.)
BOOK WEALTH SCALE

Note: Numbers refer to the items as they are labeled in the Composite Child Instruments in Appendix B.

TABLE IV

Estimated Internal Consistency Reliabilities by Hoyt's Method for Direct-Response Child Scales
(N=440)

| Scale | Estimated Reliability |
|---|---|
| Reading | .53 |
| School | .69 |
| Book Wealth | .46 |
| Book Environment | .58 |

linear models. Initially, scores on the four scales were broken down by grade, sex, city, and treatment group. As explained previously, due to the absence of fifth-grade subjects in the Oklahoma City sample, this breakdown produced empty cells, so the Oklahoma City subjects were eliminated from the analysis. This left a 2 x 2 x 5 x 2 design based on 400 subjects, the results of which are displayed in Table V.

Insert Table V

One significant effect due to treatment group emerged on the book environment scale. The mean score on this scale among 200 RIF children was 7.71, compared with a mean score of 7.32 among 200 non-RIF children. This difference is significant beyond the $p \leq .05$ level ($F = 5.45$, see Table V). There were no significant interaction effects in this analysis. This indicated that RIF children, viewed over two grades, both sexes, and five different cities, were significantly higher than non-RIF children on a scale measuring positive attitude toward the presence of books in one's environment. This scale included items that measured both the child's attitude toward going to the library and items that measured his/her desire to own books.

Other results were as follows: on all four scales, there were significant effects due to sex. Girls scored significantly higher than boys on the reading ($p \leq .01$), school ($p \leq .05$), and book environment ($p \leq .01$) scales. However, boys scored significantly higher than girls on the book wealth ($p \leq .05$) scale. Mean scores by sex for the various scales are presented in Table VI.

Table V

Combined Analysis of Variance Tables for Direct-Response Child Scales

(N=400)

| Source | df | Book Environment | | Reading | | School | | Book Wealth | |
|---|---|---|---|---|---|---|---|---|---|
| | | MS | F | MS | F | MS | F | MS | F |
| Grade | 1 | 13.69 | 4.90* | 0.49 | 0.07 | 11.90 | 7.21** | 20.25 | 5.15* |
| Sex | 1 | 20.17 | 7.22** | 72.16 | 9.62** | 10.21 | 6.18** | 21.86 | 5.56* |
| City | 4 | 6.18 | 2.44 | 13.02 | 1.74 | 6.61 | 4.01** | 17.50 | 4.45* |
| Treatment Group | 1 | 15.22 | 5.45* | 0.01 | 0.01 | 0.20 | 0.12 | 6.76 | 1.72 |
| Grade x Sex | 1 | 1.07 | 0.38 | 4.31 | 0.57 | 2.69 | 1.63 | 5.70 | 1.45 |
| Grade x City | 4 | 2.22 | 0.79 | 8.75 | 1.17 | 4.17 | 2.53* | 6.82 | 1.74 |
| Treatment Grade x Group | 1 | 8.41 | 3.01 | 1.00 | 0.13 | 0.20 | 0.12 | 0.09 | 0.02 |
| Sex x City | 4 | 1.06 | 0.38 | 5.33 | 0.71 | 0.50 | 0.30 | 7.76 | 1.97 |
| Treatment Sex x Group | 1 | 0.89 | 0.32 | 3.60 | 0.47 | 0.00 | 0.00 | 12.24 | 3.11 |
| Treatment City x Group | 4 | 0.97 | 0.34 | 5.84 | 0.77 | 2.15 | 1.24 | 5.11 | 1.30 |
| Higher Order Interactions | 16 | 4.00 | 1.43 | 5.23 | 0.69 | 2.52 | 1.52 | 6.97 | 1.77 |
| Error | 361 | 2.79 | | 7.50 | | 1.65 | | 3.93 | |

*p $\leq$ .05
**p $\leq$ .01

Insert Table VI

On three of the four scales, there were significant effects due to grade. The second graders were significantly higher on the school scale ($p \leq .01$); and the fifth graders were significantly higher on the book wealth ($p \leq .05$) and book environment ($p \leq .05$) scales. Mean scores by grade are presented in Table VII.

Insert Table VII

Finally, on two of the four scales, the school scale and the book wealth scale, there were significant effects due to city. The mean scores for these two scales for the five cities included in this ANOVA procedure are presented in Table VIII and Table IX.

Insert Table VIII and IX

In considering the mean scores for the various cities, it should be kept in mind that city differences may in part reflect differences in the ethnic composition of the cities, the size of the cities, the methods of distribution, and the schools.

In the second design, scores on the dependent variables were broken down by ethnic background (dichotomized to nonminority vs. minority), grade, sex, and treatment group (RIF vs. non-RIF). Under this 2 x 2 x 2 x 2

TABLE VI

Means on Direct-Response Child Scales by Sex

| | Boys (N=192) | | Girls (N=208) | |
|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation |
| [The following was significant at the $p \leq .05$ level:] | | | | |
| Book Wealth | 10.58 | 2.01 | 10.12 | 2.15 |
| [The following were significant at the $p \leq .01$ level:] | | | | |
| Reading | 17.95 | 2.74 | 18.80 | 2.90 |
| School | 4.91 | 1.44 | 5.23 | 1.22 |
| Book Environment | 7.28 | 1.91 | 7.73 | 1.49 |

TABLE VII

Means on Direct-Response Child Scales by Grade

| | Second Grade | | Fifth Grade | |
|---|---|---|---|---|
| | Mean | Standard Deviation | Mean | Standard Deviation |
| | [The following were significant at the $p \leq .05$ level.] | | | |
| Book Wealth | 10.12 | 2.15 | 10.57 | 2.01 |
| Book Environment | 7.33 | 1.88 | 7.70 | 2.14 |
| | [The following was significant at the $p \leq .01$ level.] | | | |
| School | 5.25 | 1.28 | 4.90 | 1.37 |

TABLE VIII

Means Achieved by Children on School Scale by City
(N=80)

| | Mean | Standard Deviation |
|---|---|---|
| Chicago | 5.46 | 1.07 |
| Phoenix | 5.30 | 1.24 |
| Firebaugh/Mendota | 4.94 | 1.33 |
| Pittsburgh | 4.86 | 1.40 |
| New York | 4.80 | 1.51 |

TABLE IX

Means Achieved by Children on Book Wealth Scale by City
(N=80)

| | Mean | Standard Deviation |
|---|---|---|
| New York | 10.96 | 1.76 |
| Pittsburgh | 10.66 | 1.90 |
| Chicago | 10.20 | 2.08 |
| Firebaugh/Mendota | 10.11 | 2.26 |
| Phoenix | 9.76 | 2.25 |

breakdown, there were no effects due to group membership on any of the four dependent variables. There were significant effects due to ethnic background (nonminority children felt more positive about school than minority children), grade, and sex on the school scale; and there were significant effects due to grade and sex on the book wealth scale.

The Reading Apperception Instrument

Both the reading scale and the Reading Apperception Instrument supplied information on a child's attitude toward reading. The reading scale score was more likely to be inflated because it was composed of items that could more easily evoke socially desirable responses. Since the inclination to give socially desirable responses was assumed constant in both groups, significant differences could have occurred. However, no differences did occur between RIF and non-RIF groups on this scale, as shown in Table V.

Both the reading scale and the Reading Apperception Instrument supplied information on a child's attitude toward reading. However, the Reading Apperception Instrument was less likely to evoke socially desirable responses due to the projective nature of the test.

Responses to the Reading Apperception Instrument picture were scored for: (1) number of positive responses (e.g., "She looks happy"); (2) number of neutral responses (e.g., "He's reading"); and (3) number of negative responses (e.g., "She doesn't like to read"). The scores were scaled as follows: the number of positive responses was multiplied by three;

the number of neutral responses was multiplied by two; and the number of negative responses was multiplied by one. The total of these was then divided by the original total of responses in order to obtain a composite score. For example:

2 positive responses = 2 x 3 = 6

3 neutral responses = 3 x 2 = 6

4 negative responses = 4 x 1 = 4

9 16 ÷ 9 = 1.78 (composite score)

As mentioned earlier, the Reading Apperception Instrument was less likely to evoke socially desirable responses. Thus, the mean scores for both groups were lower than the scores on the reading scale. Here, too, there were no significant differences between RIF and non-RIF groups, as shown in Table X. However, there were differences by grade on the Reading Apperception Instrument due to the fact that fifth grade children scored more positively than second grade children.

Insert Table X

There were also interaction effects between cities and RIF programs on the Reading Apperception Instrument (RAI). Figure IV indicates that RIF had a differential effect on RAI scores, when analyzed by city. Children in RIF programs in Firebaugh scored significantly higher than their non-RIF counterparts in Mendota. RIF children in New York and Pittsburgh scored significantly lower than non-RIF children in those cities.

Insert Figure IV

TABLE X

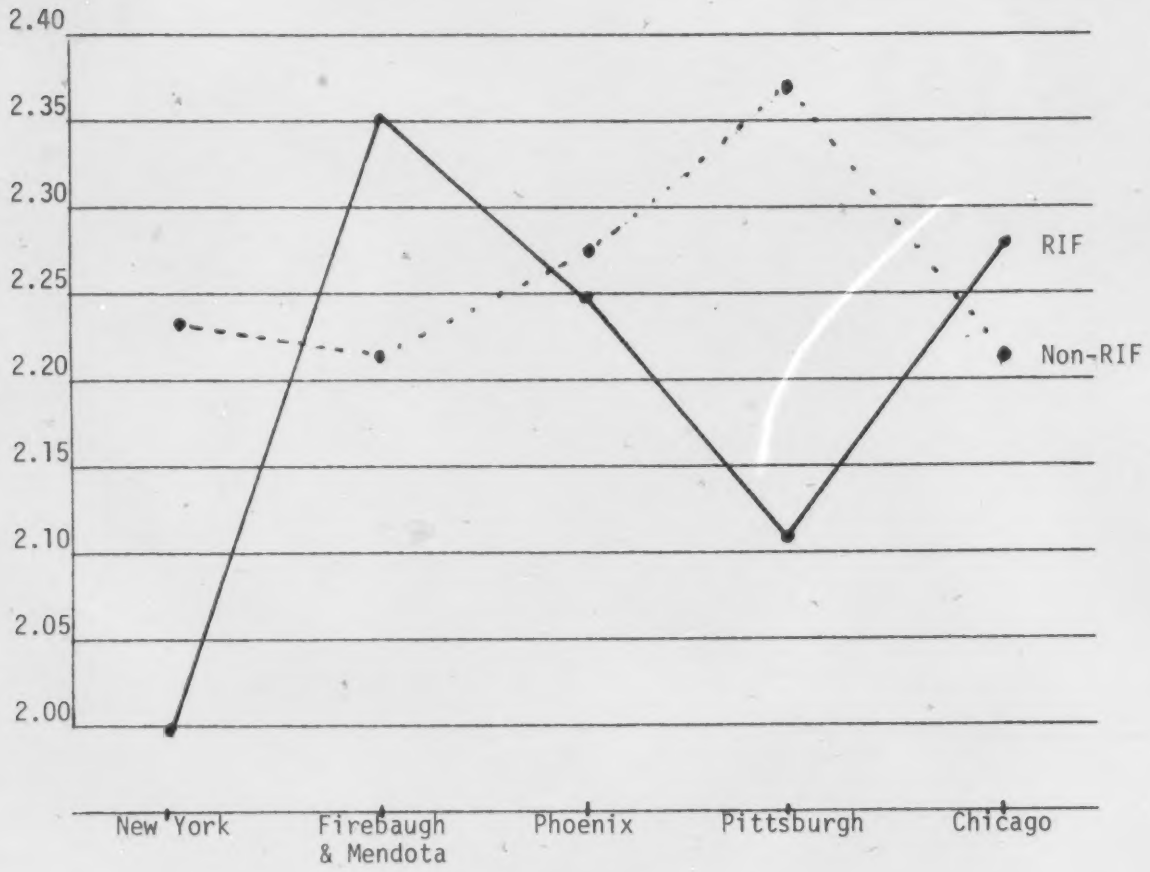
ANOVA Table for Reading Apperception Instrument
(N=400)

| Source | df | MS | F |
|---|---|---|---|
| Grade | 1 | 1.19 | 8.79** |
| Sex | 1 | .02 | .16 |
| City | 4 | .05 | .38 |
| Treatment Group | 1 | .07 | .55 |
| Grade x Sex | 1 | .05 | .40 |
| Grade x City | 4 | .06 | .45 |
| Grade x Treatment Group | 1 | .01 | .07 |
| Sex x City | 4 | .02 | .20 |
| Sex x Treatment Group | 1 | .06 | .44 |
| City x Treatment Group | 4 | .44 | 3.26* |
| Higher order interactions | 16 | .10 | .76 |
| Error | 361 | .14 | |

*$p \leq .05$
**$p \leq .01$

FIGURE IV

Interaction Between Group and City for Reading Apperception Scores
(N=200 in each treatment group)




Overall Means

RIF = 2.24, standard deviation = 0.39

Non-RIF= 2.27, standard deviation = 0.35

The Huck Inventory

There were no significant differences observed between the number of correct responses given by the RIF and non-RIF children on either version of the Huck Inventory. However, second graders obtained a higher mean number of correct responses ($\bar{X}$=5.68) than did fifth graders ($\bar{X}$=3.11) on their respective versions of the test.

The Composite Parent Instruments

On the composite parent instruments, parents were asked to give their own opinions about such questions as whether their children liked to read. They were also asked to report their own behavior - whether they encouraged their children to read, whether they bought books for their own children, how they felt about reading themselves, etc. The analysis of this instrument was similar to the analysis of the composite child instruments.

In order to obtain dependent variables with sufficient variability, several scales were formed. These scales were based on the results of a principal components factor analysis with varimax rotation. Three strong factors emerged from this analysis, together accounting for 43.5% of the total variability. These factors, described in Figure V, were as follows. The first factor was a "reading enjoyment" factor, with heavy loadings on items 86, 88, 93, 101, and 116. Most of these items bear directly on the question of whether the child likes to read, although item 101 concerns school. The next was a "parental influence" factor. Here heavy loadings were on items 91, 93, and 99, all of which

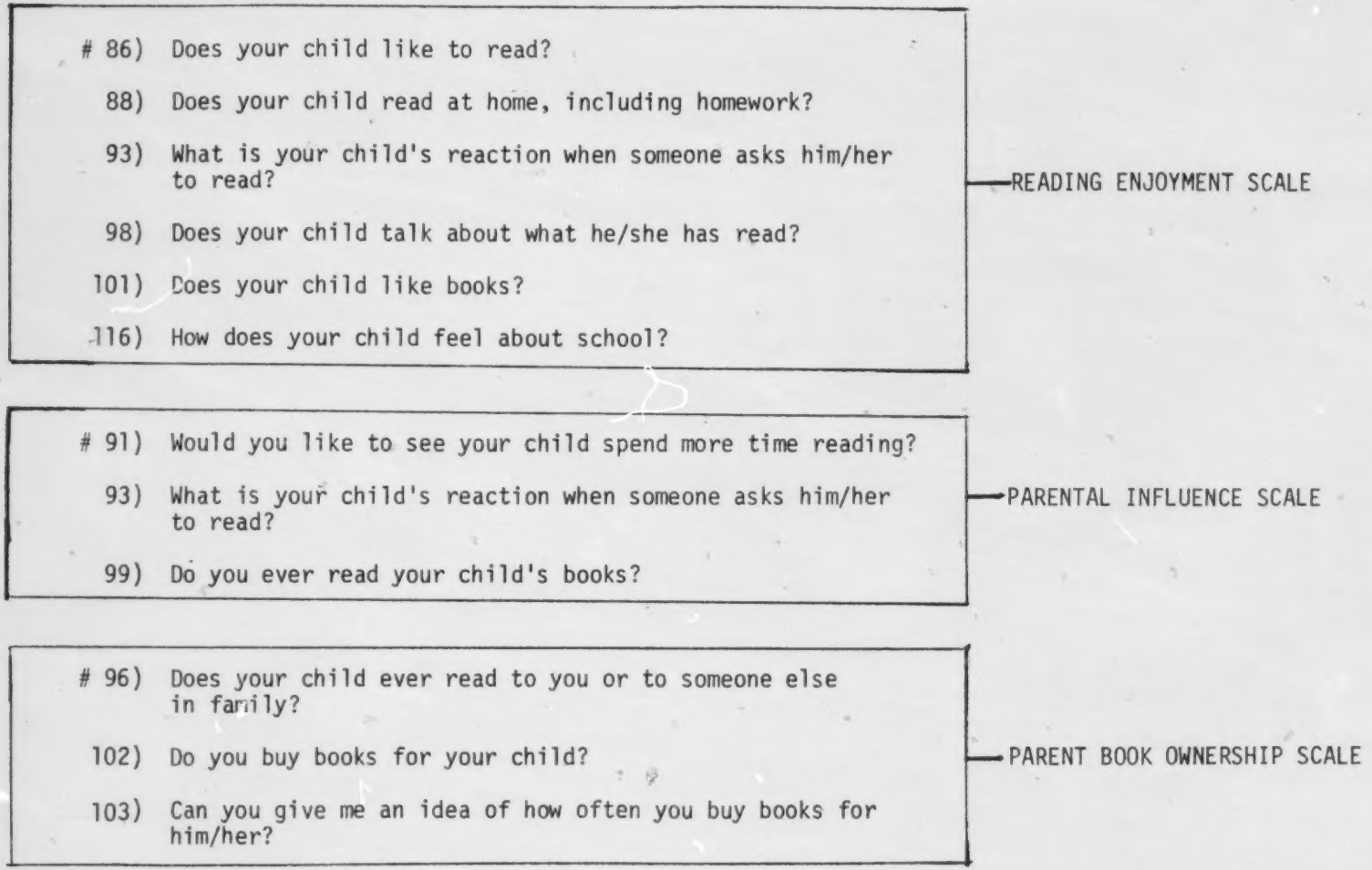
bear on the desire of the parent to see the child read more and parental efforts to promote reading in the child. Finally, there was a "book ownership" factor. Heavy loadings here were on items 96, 102, and 103. Item 96 asked whether the child reads to the parent, and items 102 and 103 concerned whether and how frequently the parent buys books for the child.

Insert Figure V

Scale scores were computed for the 52 subjects on whom parent instrument data were available. These scale scores were then employed as dependent variables in an analysis of variance. Because of the small number of subjects, neither ethnic background nor city were included as independent variables. The results of this analysis are presented in Table XI. On the reading enjoyment scale, there were no significant results. Neither grade, nor sex, nor RIF status seemed to make any difference in how the parents perceived their children's interest in reading. This result agrees reasonably well with the results of the analysis of variance performed on the reading scale formed from the direct-response child instruments. In that analysis, there was only one significant effect, due to sex. The fact that no effect due to sex shows up in the parent instrument is interesting. It could mean that while girls like reading more than boys, their parents don't know it. Or, it could also mean that girls are more likely than boys to give socially desirable positive responses to questions about reading, but that the parents, unaffected by such a set, rate the two sexes about the same. It could be a little bit of both.

FIGURE V

Items Comprising the Scales Created from the Composite Parent Instruments


# 86) Does your child like to read?
88) Does your child read at home, including homework?
93) What is your child's reaction when someone asks him/her to read?
98) Does your child talk about what he/she has read?
101) Does your child like books?
116) How does your child feel about school?
READING ENJOYMENT SCALE
# 91) Would you like to see your child spend more time reading?
93) What is your child's reaction when someone asks him/her to read?
99) Do you ever read your child's books?
PARENTAL INFLUENCE SCALE
# 96) Does your child ever read to you or to someone else in family?
102) Do you buy books for your child?
103) Can you give me an idea of how often you buy books for him/her?
PARENT BOOK OWNERSHIP SCALE

Note: Numbers refer to items as they are labeled in the Composite Parent Instruments in Appendix B.

Insert Table XI

On the parental influence scale, once again there were no significant results (see Table XII). Neither sex, nor grade, nor RIF status seemed to affect the degree to which parents promoted reading.

Insert Table XII

Finally, on the book ownership scale, there were significant effects due to both grade and RIF status (see Table XIII). The parents of fifth graders scored significantly higher than parents of second graders. Also, RIF parents rated themselves higher than non-RIF parents on buying books for their children.

Insert Table XIII

TABLE XI

ANOVA Table for Parent Reading Enjoyment Scale

| Source | df | MS | F* |
|---|---|---|---|
| Grade | 1 | 4.12 | 0.88 |
| Sex | 1 | 0.35 | 0.08 |
| Treatment Group | 1 | 0.03 | 0.01 |
| Grade x Sex | 1 | 3.61 | 0.77 |
| Grade x Treatment Group | 1 | 3.41 | 0.73 |
| Sex x Treatment Group | 1 | 6.26 | 1.34 |
| Grade x Sex x Treatment Group | 1 | 16.89 | 3.62 |
| Error | 44 | 4.67 | |

*No Fs significant

TABLE XII

ANOVA Table for Parental Influence Scale

| Source | df | MS | F* |
|---|---|---|---|
| Grade | 1 | 6.01 | 0.77 |
| Sex | 1 | 0.34 | 0.04 |
| Treatment Group | 1 | 0.00 | 0.00 |
| Grade x Sex | 1 | 5.02 | 0.64 |
| Grade x Treatment Group | 1 | 0.17 | 0.02 |
| Sex x Treatment Group | 1 | 0.67 | 0.09 |
| Grade x Sex x Treatment Group | 1 | 1.22 | 0.16 |
| Error | 44 | 7.839 | |

*No Fs significant

TABLE XIII

ANOVA Table for Parent Book Ownership Scale

| Source | df | MS | F |
|---|---|---|---|
| Grade | 1 | 30.79 | 5.65* |
| Sex | 1 | 6.44 | 1.18 |
| Treatment Group | 1 | 22.30 | 4.09* |
| Grade x Sex | 1 | 8.00 | 1.47 |
| Grade x Treatment Group | 1 | 3.01 | 0.56 |
| Sex x Treatment Group | 1 | 1.22 | 0.22 |
| Grade x Sex x Treatment Group | 1 | 11.31 | 2.08 |
| Error | 44 | 5.45 | |

*$p \leq .05$

## DISCUSSION

### The Composite Child Instruments

The principal finding of this evaluation is that RIF children viewed over two grades, both sexes, and different cities, are significantly higher than non-RIF children on a scale measuring positive attitude toward the presence of books in one's environment.

The fact that RIF children scored significantly higher than non-RIF children on the book environment scale indicates that the National RIF program is accomplishing one of its most basic objectives: namely, to generate enthusiasm about books and interest in being in the presence of books. These findings indicate that RIF children enjoy having books and being in the library more than do students who have not been exposed to the RIF program. Certainly, the establishment of a favorable attitude toward book environments is a crucial step toward motivating children to read.

There were no significant differences between the mean scores of RIF and non-RIF subjects on the scales that measured attitude toward reading, attitude toward school, book wealth, and on the Reading Apperception Instrument.

One of the questions on the book wealth scale asked how many books the child owned. The other question asked how many he/she had acquired within

the last month, in order to make it possible to compare the two groups for volume of acquisition within a specific unit of time.

Children were not asked to define what kind of books they were including in their count, so that it is possible that some children included comics and magazines, which makes it difficult to assess the accuracy of the children's report. In addition, there were large differences between the number of books owned by individuals in each group, so that when one averages the number of books for the large group, the relative effect of RIF books on the mean score is diminished. The impreciseness of the questions regarding amount and kinds of books read by children, coupled with large within group variance may explain the lack of statistically significant differences on the book wealth scale.

However, the fact that there were no significant differences between the two groups on the book wealth scale may indicate that RIF is not having a significant impact on the total number of books which children themselves own. Nevertheless, RIF distributes books in order to stimulate interest in reading and to create in children a sense of pleasure and familiarity with books. These goals may be met regardless of whether or not the total number of books a child owns at any one particular time is greater than the number owned by another child.

In order to interpret the fact that there were no differences between RIF and non-RIF subjects on the reading and school scales but that there were significant differences on the book environment scale, it may be useful to conceptualize these three variables as points on a continuum.

The continuum represents their relative position with respect to the kinds of expectations RIF has for its program. Of these three goals, RIF's most concrete, most easily definable, and most visible expectation is that, through its Reading Is Fun Day, book fairs, and ancillary projects, children will begin to feel comfortable and happy around books. The book environment scale measures the extent to which this attitude is developing. Book environment, then, would be on one end of the continuum at a point that represents the most concrete and attainable goal of the three goals in these scales.

The expectation of having an effect on attitudes towards reading would be in the middle of the continuum. The goal of having RIF influence a child's attitude toward school is the most difficult and far-reaching of these goals and would be placed at the other end of the continuum.

Expecting to have an influence on a child's reading and school attitudes are more abstract, longer-range goals that may require more time and the implementation of various strategies. While it is proper to assume that RIF <u>can</u> have an effect on all three of these areas, this study shows that it <u>has</u> had an effect on the most concrete goal -- that of motivating children to feel good about being in the presence of books.

Furthermore, it is a useful tool for program planners to rate their goals along a continuum that reflects their relative concreteness or abstraction. This process can help planners determine how far-reaching

they may want to be or can expect to be. More is said about determining concrete program goals in the Recommendations section.

There were significant sex differences in the subjects' attitudes toward reading, school, and book environment. In each case, female students scored higher on the average. This finding corroborates many studies that have shown that girls tend to have more positive attitudes toward school and study-related activities than do boys. Current literature in psychology has advanced a number of theories to explain this difference. Among other things, studies point to different patterns of socialization and to earlier reading-readiness in girls.

There was a significant difference between male and female subjects on the book wealth scale. In this case, male students scored significantly higher. Here it is difficult to determine whether the difference lies in the actual number of books owned by each sex or in the way in which female and male children report ownership. If the latter is the case, many possibilities exist, including the following: girls may underestimate; boys may exaggerate; girls may be more accurate; boys may be more accurate.

There were significant differences by grade on three scales: second graders scored higher on the school scale; fifth graders scored higher on the book wealth and book environment scales.

Many educators have observed that children become less creative and less motivated the longer they stay in school (Coles, 1973). The finding that fifth graders scored lower than second graders on a scale

measuring attitude toward school appears to substantiate that observation. The fact that fifth graders scored higher on the book wealth scale implies the obvious conclusion that they have had more time to accumulate books.

Fifth graders also scored higher on the book environment scale. Since they are older, they have had more experiences with books and are more likely tc be reading by themselves. In addition, two of the questions dealt with how much a child enjoys the library. Since fifth graders are more mobile, it is to be expected that they would have had more experiences with the library.

Older children have a more negative attitude toward school but a more positive attitude toward being in the presence of books. These differences indicate that fifth graders can discriminate between school and other book environments. The factor analysis, which established the different scales for school and book environments, also provides evidence that children are able to associate books with settings other than school. While RIF hopes to enrich children's classroom experiences in reading, it also wishes to introduce them to a world of books that exists beyond their academic environment. These findings indicate that children are able to make such distinctions.

The fact that there are grade differences on three scales underscores the need to know more about the effect of quantity, timing, and duration of book distributions and ancillary projects. In other words, in order to motivate the most children most successfully, it will be

helpful to know how many books they need to receive, by when they should receive them, and for how long a period of time the program should be maintained for each group.

There were significant effects due to city on the school scale and on the book wealth scale. Children from Chicago expressed the most positive attitude toward school, whereas New York children expressed the most negative attitude. However, New York children scored highest on the book wealth scale, while children from Phoenix scored the lowest on that scale.

City scores were confounded by school, ethnic background, size of city, and method of distribution, so that it is impossible to determine which, if any, of these variables account for the differences. However, different programs do operate with different degrees of success.

Furthermore, in addition to the confounding variables of school, ethnic background, city size, and method of distribution, there may be other conditions or operating procedures specific to certain sites that hinder or promote RIF operations. In-depth clinical case studies of individual sites may be helpful in discovering what local communities are doing right and in uncovering problems they may be encountering.

Nonminority children, on the average, had a more positive attitude toward school than did minority children.

## The Composite Parent Instruments

The parents of RIF children scored higher than the parents of non-RIF children on the parent book ownership scale. Questions on this scale asked how often the parent buys books for his/her child and whether or not his/her child reads to him/her or members of the family. Significant differences on this scale may imply that RIF is having an effect on the presence of books in the family environment.

## RECOMMENDATIONS

The purpose of the Recommendations section is to place the findings of this study in a context that is helpful to the National RIF staff and to those people interested in the ongoing evaluation of the RIF program. The section is divided into two parts. The first part discusses the limitations of this study and makes suggestions for future evaluations that may wish to measure RIF's impact on a child's motivation to read. It also highlights other areas in which RIF may be having an impact and suggests that other evaluations may wish to address themselves to these issues. The second part makes recommendations to the RIF staff about their program policies and procedures.

### Suggestions for Further Inquiry

An unexpected finding of this report is the extremely high percentage of children reporting positive attitudes toward books, reading, and school. The fact that both RIF and non-RIF groups reported positive attitudes created a "ceiling effect" so that it was difficult to determine substantial differences between the two groups. Given the presence of the "ceiling effect," factor analysis was used to help create scales to measure subtler differences within the positive range.

Some of the instruments in this study allowed only for a negative, neutral, or positive response, thereby not allowing for gradations of response within each range. Future evaluation designs can accommodate the need for subtler registers of response in several ways:

- Response choices can be increased from three (negative, neutral, positive) to at least five, so that gradations within each range can be indicated.
- Instruments with a forced-choice format can be designed.
- Rank-order instruments can be designed.

The high percentage of children responding positively on all scales raises the issue of the socially desirable response. The study used a battery of instruments to measure a child's attitudes. Three of the instruments (Affective Rating Instrument, Sentence Completion Instrument, and Child Interview) provided direct responses to direct questions. Direct-response questioning has the advantage of allowing the child to state his/her own estimate of his/her attitude, but it runs the risk of creating a social situation in which the child will attempt to respond in a way that he/she feels will make him/her look good in the eyes of the adult examiner. Any evaluative study that attempts to measure attitudinal change by means of direct-response questioning runs the risk of eliciting socially desirable responses, so that it becomes difficult to determine whether a child is as positive as he/she reports.

However, it must be assumed that the inclination to give a socially desirable response is constant in both the RIF and non-RIF groups, so that it is still possible to determine differences in degree of positive response. The recommendations above for increasing the range of response choices, and for including forced-choice and rank-order instruments will help to mitigate the effects of receiving socially desirable responses by allowing future evaluations to take more refined measurements of attitudinal change.

Future evaluations can further reduce the problem of the socially desirable response by focusing on behavioral changes instead of on self-report attitudinal changes. This study investigated the possibility of behavioral change along one dimension (book wealth) and discovered that, on the average, RIF treatment may not significantly affect the number of books owned by each group. However, there are other reading behaviors that could be investigated, and there are other techniques that might provide a more accurate rendering of what is happening than the self-report method.

For example, a teacher could allow a period of free time in which the children could choose to pursue any activity, and a neutral observer could record how frequently they chose to read. Other observational schemes could be devised to record how often books are used outside the classroom.

The representativeness of the samples in this study also needs to be discussed. Only 5% of the operating programs met the two-year stipulation. Therefore, the number of possible candidates for inclusion in the sample was greatly reduced. Furthermore, there has been a change over time in the quality of RIF programs. The National RIF office has learned how to gain the attention and interest of communities, parents, and children. They have learned how to seek out manpower and funding supports, how to establish and maintain book distributions, and how to encourage and reinforce those adult activities that determine whether or not a program is successful. The selection of older programs was made in the interest of examining programs that have been operating

with some continuity. However, these older sites may not provide a representative picture of current RIF programs. Future studies may wish to draw their samples from a larger population that has benefited from RIF's increasing expertise.

In this study, no measurement of the original reading motivation or reading behavior of the two groups was made prior to treatment. Other studies may wish to do longitudinal research on the effects of the RIF program by matching RIF and non-RIF groups according to reading motivation and reading ability. Pretest and posttest measurements would indicate to what degree change has occurred in the two groups from their respective starting points.

This study has shown that RIF has been successful in motivating children to feel good in the presence of books. There are always a number of factors that can affect the achievement of program goals. For example, the National RIF Handbook encourages local organizers to find ways of allowing children to participate at all stages of the RIF operation. Participation, itself, then, may be a variable that arouses a child's interest in reading. By isolating those variables that most directly affect goal achievement, planners can determine what has caused or failed to cause the change for which they have worked.

As a social action program that needs a broad base of community support and gets that support by focusing on an identifiable community need, the RIF program serves functions other than its stated first-order

priority of motivating children to read. National RIF has received an overwhelming number of positive responses from community people, parents, teachers, and librarians. In addition to these direct reports, the rapidly expanding number of local RIF programs indicates that communities are happy about working on RIF projects.

When so many people from so many backgrounds express excitement in a program, it seems safe to assume that some important social need is being served. The RIF program is a successful volunteer effort. It has spearheaded various segments of the community to work together for common goals. Direct reports from hundreds of people across the country indicate that it provides a focus for community spirit.

Serving these kinds of social needs may be as important as providing an impetus to reading motivation. Social action evaluative research needs to begin to look at the implicit functions that social action programs provide for the communities and the individual volunteers who support them. These studies might investigate such issues as the kind of person who is attracted to volunteer work; the way in which this work changes the volunteer's life; the impact the program has on the establishment of rapport among various groups within the community; the effect the size of the community has on the volunteer effort; if and how compensatory programs become institutionalized; and what the ramifications are of the institutionalization, if it occurs.

## To the RIF Staff

This evaluation chose to look at three attitudes which, it was assumed, could contribute to and/or reflect a child's motivation to read:

- A child's attitude toward owning or being around books.
- His/her attitude toward reading, in general.
- His/her attitude toward school.

The three attitudes represent points on a continuum that reflect their relative degree of impact on a child's life and the relative degree of effort required to effect change in them.

The findings of this report indicate that RIF does influence a child's attitude toward having or being around books. To effect a change in reading may be too broad or premature an expectation and to effect a change in a child's attitude toward school is even more difficult. It may be helpful to the RIF staff to perceive its goals along some kind of hierarchy that designates them according to the amount and kind of effort the goals require.

Furthermore, to perceive one's goals in global terms may work against achieving them because they appear so far reaching and abstract that it is difficult to find an effective starting place. Other programs, such as SESAME STREET and THE ELECTRIC COMPANY, designed to improve children's reading ability, have stated their goals in specifically concrete rather than broadly abstract terms. SESAME STREET measures its success by children's ability to recognize individual letters, and one of THE ELECTRIC COMPANY's goals is to teach auditory blending.

It is important, then, to indicate the steps children or groups must go through in order to achieve whatever is expected of them. By making goals more concrete and by listing them in a meaningful order, a program simultaneously creates a more accurate barometer for measuring its success at any one moment, while it creates a curriculum that can guide it through its necessary developmental stages.

Higher scores on the child book environment scale and on the parent book ownership scale indicate that RIF is making children more conscious of reading and books. RIF's major contribution to this change has been the operation of book distributions. This section discusses book distributions as a strategy for creating change, and it makes suggestions for additional kinds of strategies that can supplement the RIF effort. ( A strategy, as discussed here, is any intended structuring or re-ordering of experiences that causes people to make discoveries they would not otherwise make.)

Book distributions involve more than the transfer of books from warehouse to child. Distributing books is a logistical and organizational problem that causes various segments of the community to work together. It can culminate in a public, festive event, in which the children and the community have been encouraged to participate.

Distributions, then, bring people into new relationships with one another and cause them to focus on the world of books. Suggestions in the RIF Handbook indicate that the RIF staff is aware of the importance of the social circumstances under which distributions occur.

Module V of the Handbook makes excellent suggestions concerning preparation for and follow-up to distributions. Among other things, it suggests that team leaders, who are directly responsible for carrying out Reading Is Fun Day, role-play potentially troublesome situations. These activities reinforce a child's awareness of RIF's arrival and insure that distributions will function smoothly.

While distributions have given RIF entree to a child's or parent's consciousness and have created a broad base of community support for RIF goals, they have served so far only to bring children's and parents' attention to the presence of books in their environment. If RIF is to extend its influence, it must develop other strategies that will focus directly on reading activities.

The Handbook indicates that RIF is already aware of this need. It suggests workshops for team leaders and for parents in which they discuss their favorite books. Some programs have encouraged children to create their own Reading Is Fun Day, using stories they have written themselves.

New activities need to be developed. RIF might train team leaders to hold workshops with children. Such workshops could focus on the function reading serves in our culture. Policemen, architects, or carpenters could visit the classroom to explain how they use written language on their jobs. This kind of experience would educate children to the need for reading in daily life.

Other activities need to focus on the pleasure of reading. These might include a time when children dramatize a popular RIF book, or when they read their own creative writing to one another. RIF could sponsor community poets, authors, and journalists to give readings of their work. These activities give children practice at reading and emphasize that reading and written language serves people's needs to communicate with one another.

Whatever the activity, it will have the most effect if children are allowed to participate in planning it, and if it involves them directly with the use of books in activities that are pleasurable to them.

When RIF organizes an area for book distributions, it sets into motion a number of social dynamics. Teachers and librarians, parents, volunteers, and children come into new relationships with one another, and for a time, they are all asked to focus on some aspect of the world of books and reading.

The findings of this report indicate that these experiences have had a positive effect on children's and parents' attitudes toward having and being around books. By expanding its program to include more ancillary projects that focus directly on reading activities, RIF can continue to promote positive reading experiences.

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# APPENDIX A

## DESCRIPTION OF SUBJECT POPULATIONS BY SITE

Site 1: New York City

New York City was a community center based RIF program. The RIF sample was drawn from a school located in the Harlem section of Manhattan serving a student population of approximately 60% Puerto Ricans and 40% blacks. The non-RIF sample was also drawn from a school in Harlem with 55% Puerto Ricans and 45% blacks.

Appendix Table 1
Summary of Child, Parent, and
Teacher Populations in New York City

| Population | Ethnic Background | Sex | Second Grade RIF | Second Grade Non-RIF | Fifth Grade RIF | Fifth Grade Non-RIF | Total |
|---|---|---|---|---|---|---|---|
| CHILD | Black | Male | 5 | 5 | 5 | 6 | 21 |
| | | Female | 5 | 5 | 3 | 5 | 18 |
| | Puerto Rican | Male | 5 | 5 | 5 | 4 | 19 |
| | | Female | 5 | 5 | 7 | 5 | 22 |
| | TOTAL | | 20 | 20 | 20 | 20 | 80 |
| PARENT | Black | | 1 | 1 | - | 1 | 3 |
| | Puerto Rican | | 1 | - | 1 | 1 | 3 |
| | TOTAL | | 2 | 1 | 1 | 2 | 6 |
| TEACHER | | | 1 | - | 2 | - | 3 |

Site 2: Firebaugh and Mendota, California

The Firebaugh RIF program was school based. Two schools in Firebaugh were used for the RIF sample, one serving grades K-3 and the other 4-5. These two schools comprised the only elementary system in this rural, agricultural community, and served a student population of approximately 59% Mexican Americans, 37% white and 5% black and Oriental. The non-RIF sample was drawn from two schools in Mendota, one serving the lower and one serving the upper elementary grades. These two schools comprised the only elementary system in the rural, agricultural community of Mendota, located nine miles from Firebaugh. The two schools served 80% Mexican American, 18% white and 2% Oriental and black students.

Appendix Table 2
Summary of Child, Parent, and
Teacher Populations in Firebaugh and Mendota, California

| Population | Ethnic Background | Sex | Second Grade RIF | Second Grade Non-RIF | Fifth Grade RIF | Fifth Grade Non-RIF | Total |
|---|---|---|---|---|---|---|---|
| CHILD | Mexican American | Male | 5 | 5 | 5 | 5 | 20 |
| | | Female | 5 | 5 | 5 | 5 | 20 |
| | White | Male | 5 | 5 | 5 | 5 | 20 |
| | | Female | 5 | 5 | 5 | 5 | 20 |
| | TOTAL | | 20 | 20 | 20 | 20 | 80 |
| PARENT | Mexican American | | 2 | 1 | 1 | 3 | 7 |
| | White | | - | - | 2 | 2 | 4 |
| | TOTAL | | 2 | 1 | 3 | 5 | 11 |
| TEACHER | | | 4 | - | 2 | - | 6 |

Site 3: Phoenix

Phoenix was a school based RIF program. The RIF sample was drawn from a school located in the predominantly Mexican American section of the city serving a student population of approximately 65% Mexican Americans, 30% blacks and 5% whites. The non-RIF school was also located in the Mexican American area of Phoenix and served 78% Mexican American, 18% black and 4% white students.

Appendix Table 3
Summary of Child, Parent, and
Teacher Populations in Phoenix

| Population | Ethnic Background | Sex | Second Grade RIF | Second Grade Non-RIF | Fifth Grade RIF | Fifth Grade Non-RIF | Total |
|---|---|---|---|---|---|---|---|
| CHILD | Mexican American | Male | 9 | 9 | 7 | 7 | 32 |
| | | Female | 9 | 8 | 11 | 11 | 39 |
| | Black | Male | 1 | 1 | 1 | 1 | 4 |
| | | Female | 1 | 2 | 1 | 1 | 5 |
| | TOTAL | | 20 | 20 | 20 | 20 | 80 |
| PARENT | Mexican American | | 2 | 2 | 3 | 3 | 10 |
| | Black | | - | - | - | - | - |
| | TOTAL | | 2 | 2 | 3 | 3 | 10 |
| TEACHER | | | 2 | - | 1 | - | 3 |

Site 4: Oklahoma City

Oklahoma City had a library based RIF program. Only second grade subjects were used as subjects at this site, as the RIF program had been available only to grades K-4 since its inception in Oklahoma City. The RIF sample was drawn from a school located on the outskirts of the city that served 62% white 23% Spanish surname (mostly Mexican American), 5% American Indian, and 10% black students. Less than half of the second grade students at this school met the two year enrollment requirement for participation in the study, and of these the majority were whites. The non-RIF sample was drawn from a school near the RIF school. It served a student population of 57% whites 2 1/2% Spanish surname, 7 1/2% American Indians, and 33% blacks.

Appendix Table 4
Summary of Child, Parent, and
Teacher Populations in Oklahoma City

| Population | Ethnic Background | Sex | Second Grade RIF | Non-RIF | Total |
|---|---|---|---|---|---|
| CHILD | White | Male | 8 | 8 | 16 |
| | | Female | 9 | 8 | 17 |
| | Mexican American | Male | 1 | 1 | 2 |
| | | Female | 1 | 1 | 2 |
| | Black | Male | - | - | - |
| | | Female | 1 | 2 | 3 |
| | TOTAL | | 20 | 20 | 40 |
| PARENT | White | | 2 | 2 | 4 |
| | Mexican American | | - | - | - |
| | Black | | - | - | - |
| | TOTAL | | 2 | 2 | 4 |
| TEACHER | | | 3 | - | 3 |

Site 5: Pittsburgh

The Pittsburgh Board of Education required that parental permission be obtained before any student was interviewed for this study. Permission slips were sent home with most of the second and fifth graders of the selected RIF and non-RIF schools; these were to be signed by a parent and returned to the school. However, the combination of a poor return of the permission slips in some schools, as well as lowered attendance due to school strikes and snowy weather greatly diminished the number of students from which the sample could be drawn. As a result, ethnic group representation and sex ratios within the sample groups often did not reflect the nature of the school population as a whole.

The Pittsburgh RIF program was school based. The RIF sample was drawn from two schools. The first school was located in a predominantly white neighborhood serving 82% white and 18% black students. The second was located in an integrated area of the city and served 80% black and 20% white students. The non-RIF sample was also drawn from two schools, one in a predominantly white neighborhood, serving 90% white and 10% black students, and the second in an integrated neighborhood, serving 55% white, 40% black, and 5% Oriental or Spanish surname students.

Appendix Table 5
Summary of Child, Parent, and
Teacher Populations in Pittsburgh

| Population | Ethnic Background | Sex | Second Grade RIF | Second Grade Non-RIF | Fifth Grade RIF | Fifth Grade Non-RIF | Total |
|---|---|---|---|---|---|---|---|
| CHILD | White | Male | 6 | 6 | 8 | 8 | 28 |
| | | Female | 9 | 9 | 7 | 7 | 32 |
| | Black | Male | 3 | 3 | 2 | 2 | 10 |
| | | Female | 2 | 2 | 3 | 3 | 10 |
| | TOTAL | | 20 | 20 | 20 | 20 | 80 |
| PARENT | White | | 2 | 2 | 2 | 2 | 8 |
| | Black | | - | - | 1 | 1 | 2 |
| | TOTAL | | 2 | 2 | 3 | 3 | 10 |
| TEACHER | | | 4 | - | 4 | - | 8 |

Site 6: Chicago

As in Pittsburgh, the Chicago Board of Education required parental permission for the children to be interviewed. Permission slips were sent home with the children and returned to the school.

The Chicago RIF program was school based. The RIF sample was drawn from a total of three schools, two of which served only black students. The third school served a student population of 87% with Spanish surnames (Mexican American and Puerto Rican), 6% black, 6% white, and 1% others. Two schools were used for the non-RIF sample, one of which served only black students. The second school had a student population of 96% with Spanish surnames (Mexican American and Puerto Rican), 0.5% black, and 3.5% others.

Appendix Table 6
Summary of Child, Parent, and Teacher Populations in Chicago

| Population | Ethnic Background | Sex | Second Grade RIF | Second Grade Non-RIF | Fifth Grade RIF | Fifth Grade Non-RIF | Total |
|---|---|---|---|---|---|---|---|
| CHILD | Black | Male | 5 | 5 | 5 | 5 | 20 |
| | | Female | 5 | 5 | 5 | 5 | 20 |
| | Mexican American | Male | 4 | 4 | 5 | 5 | 18 |
| | | Female | 6 | 6 | 4 | 5 | 21 |
| | Puerto Rican | Male | - | - | - | - | - |
| | | Female | - | - | 1 | - | 1 |
| | TOTAL | | 20 | 20 | 20 | 20 | 80 |
| PARENT | Black | | - | 2 | 2 | 1 | 5 |
| | Mexican American | | 3 | 2 | - | 1 | 6 |
| | Puerto Rican | | - | - | - | - | - |
| | TOTAL | | 3 | 4 | 2 | 2 | 11 |
| TEACHER | | | 8 | - | 9 | - | 17 |

APPENDIX B

RESEARCH INSTRUMENTS

1. Composite Child Instruments
2. Composite Parent Instruments

COMPOSITE CHILD INSTRUMENTS

Identification Page

NAME _____

DATE (month) ☐☐ 5-6/9

AGE ☐☐ 7-8/9

GRADE LEVEL ☐ 9/9

SEX

Female.....0

Male .....1 10/2

SUBJECT

Experimental.....0

Control.....1 11/2

CITY (see code sheet) ☐ 12/9

SITE (see code sheet) ☐☐ 13-14/9

IDENTIFICATION NUMBER ☐☐☐ 15-17/9

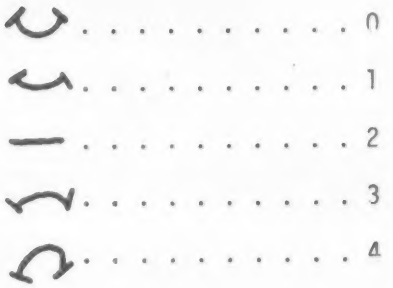
AFFECTIVE RATING INSTRUMENT (Child's)

Instructions: "I would like to know how you feel about certain things. There is no right or wrong answer. Please show me the picture which tells me how you feel about the following things.

(Interviewer circles the response chosen)

For example:

How do you feel about <u>ice cream</u>?




How do you feel about <u>spankings</u>?

1. How about reading?

18/5

2. How about story books?

19/5

3. And the library?

20/5

4. And how about school?

21/5

HUCK INVENTORY (GRADES 1-3)

What did Little Bo-Peep do?

She fell down . . . . . .

She went to sleep . . . . . .

She lost her sheep. . . . . .

Little Miss Muffet was badly frightened by

A toad . . . . . .

A spider . . . . . .

A snake . . . . . .

In the poem "Hiding"

A little boy was hiding from his parents. . . . . .

A mouse was hiding in a bed . . . . . .

A dog was hiding in the woods . . . . . .

The Owl and the Pussy-Cat went to sea

In a natty nutshell . . . . .

In a spotless space ship. . .

In a beautiful pea-green boat . . . . . .

The wolf could not blow down the little pig's house made of

Straw . . . . . .

Bricks . . . . . .

Mud . . . . . .

On her way to visit Grandmother, Little Red Riding Hood met

A bear . . . . . .

A lion . . . . . .

A wolf . . . . . .

Curious George is

A monkey . . . . . .

A zebra . . . . . .

A little boy . . . . . .

In Caps for Sale

Two boys made money by selling caps . . . . . .

Monkeys stole some caps. . .

An old man gave a cap to every boy in the village .

5. Huck Inventory K-3

22/9

HUCK INVENTORY (Grades 4-6)

Robinson Crusoe called his companion and helper

My man Friday . . . . . .

Sancho . . . . . .

Little John . . . . . .

The Wind in the Willows tells of the adventures

Of Rabbit, Piglet, and Owl. . .

Of Rat, Toad, and Mole . . . .

Of Frog, Weasel, and Dragonfly . . . . . .

Johnny Appleseed planted his orchards

In New England. . . . . .

In the South . . . . . .

In the Midwest . . . . . .

Charlotte's Web is a book about a spider who

Befriends Freddy Fox. . . . . .

Befriends Wilbur, the Pig . . .

Befriends an elephant . . . . .

Two of the children in The Moffats are

Danny and Peg . . . . . .

Beezus and Romona . . . . . .

Jane and Rufus M. . . . . .

Homer Price advertised doughnuts

That contained an expensive bracelet . . . . . .

That contained a $100 bill. . .

That contained a gold ring. . .

The main characters in The Incredible Journey

Are a panther and a black lamb . . . . . .

Are two dogs and a cat. . . . .

Are a horse and a dog . . . . .

When an author writes the true story of another person's life, it is called

A biography . . . . . .

A bibliography. . . . . .

An autobiography. . . . . .

6. Huck Inventory 4-6

23/9

SENTENCE COMPLETION INSTRUCTIONS (Child's)

"Now I am going to start a sentence and I would like you to finish it. I'll give you three choices, and you say which one tells how you feel. There is no right or wrong answer; you may choose any of the three choices."

For example:

| | | |
|---|---|---|
| Candy tastes | great . . . . . | 0 |
| | good . . . . . | 1 |
| | awful . . . . . | 2 |
| Spinach is | yummy . . . . . | 0 |
| | ok . . . . . | 1 |
| | awful . . . . . | 2 |
| Watching TV is something I | don't like to do. . . . . | 0 |
| | don't mind doing. . . . . | 1 |
| | like to do . . . . . | 2 |

SENTENCE COMPLETION (CHILD'S)

7. Books are

| | | |
|---|---|---|
| Great . . . . . | 0 | |
| All right . . . . . | 1 | |
| Awful . . . . . | 2 | 24/3 |

8. If someone asks me what do I learn from reading I tell them I learn

| | | |
|---|---|---|
| A lot . . . . . | 0 | |
| A little. . . . . | 1 | |
| Nothing . . . . . | 2 | 25/3 |

9. Comic books are

| | | |
|---|---|---|
| Awful . . . . . | 0 | |
| All right . . . . . | 1 | |
| Great . . . . . | 2 | 26/3 |

10. When I read I feel

| | | |
|---|---|---|
| Great . . . . . | 0 | |
| Good . . . . . | 1 | |
| Bad . . . . . | 2 | 27/3 |

11. Reading is

| | | |
|---|---|---|
| Boring. . . . . | 0 | |
| All right . . . . . | 1 | |
| Fun . . . . . | 2 | 28/3 |

12. Magazines are

Great . . . . . 0

All right . . . . . 1

Awful . . . . . 2 29/3

13. Going to reading class is something

I don't like to do. . . . . 0

I don't mind doing. . . . . 1

I like to do . . . . . 2 30/3

14. Most of the books I read are

Interesting . . . . . 0

All right . . . . . 1

Boring . . . . . 2 31/3

15. I think school is

Great . . . . . 0

All right . . . . . 1

Awful . . . . . 2 32/3

16. Have you read any books or stories lately?

Yes . . . . . 0

No . . . . . 1 33/2

17. What books or stories have you been reading in the last month?--Anything else? (Interviewer records the number of titles or descriptions of books given within 1 minute time limit)

[ ][ ] 34-35/9

18. How much do you enjoy reading?

A lot . . . . . 0

A little bit . . . . . 1

Not at all. . . . . 2 36/3

19. Most of the time do you read because you want to or because someone tells you to?

'Because I want to' . . 0

'Someone tells me to' . 1 37/2

20. When you read, do you read to yourself or do you read out loud for somebody else?

Self . . . . . 0

Others. . . . . 1

Both . . . . . 2 38/3

21. Did you read in school today, out loud or to yourself?

Yes . . . . . 0

No (Skip to Q.23) . . . 1 39/2

22. What did you read -- Books, or stories in a book? -- Any others? (Interviewer records the number of titles or descriptions given.)

☐☐ 40-41/9

23. Did you read in school yesterday?

Yes . . . . . 0

No (Skip to 026 ). . . . 1 42/2

24. What did you read -- Books, or stories in a book? -- Anything else? (Interviewer records the number of titles or descriptions given)

☐☐ 43-44/9

25. Did you have a chance to read on your own -- whatever you wanted -- in school yesterday?

Yes . . . . . 0

No . . . . . 1 45/2

26. Do you like reading period in school?

A lot . . . . . 0

A little bit. . . . . 1

Not at all . . . . . 2 46/3

27. Do you like school?

Not at all . . . . . 0

A little bit . . . . . 1

A lot . . . . . 2 47/3

28. Where do you read besides in school? Anywhere else? (Circle all which apply)

| | | |
|---|---|---|
| At home. . . . . | 1 | 48/2 |
| In library . . . . . | 1 | 49/2 |
| At community center. . . . . | 1 | 50/2 |
| Other . . . . . | 1 | 51/2 |

(If child reads at none of these please skip to Q. 32)

29. Did you read yesterday at (any of the places circled in Q. 28)

| | | |
|---|---|---|
| Yes (Skip to Q. 31). . . . . | 0 | |
| No . . . . . | 1 | 52/2 |

30. How come?

| | | |
|---|---|---|
| No books. . . . . | 0 | |
| No time . . . . . | 1 | |
| No interest . . . . . | 2 | |
| Other . . . . . | 3 | 53/4 |

(Skip to Q. 32)

31. What did you read? -- Anything else? (Interviewer records number of titles or descriptions given)

| | |
|---|---|
| ☐☐ | 54-55/9 |

32. What kinds of things do you read every day, either in school or at the library, or at home? -- Anything else? (Circle all which apply)

| | | |
|---|---|---|
| Books/stories. . . . . | 1 | 56/2 |
| Magazines . . . . . | 1 | 57/2 |
| Comic books. . . . . | 1 | 58/2 |
| Others . . . . . | 1 | 59/2 |

33. Do you read out loud to anyone at home?

Yes . . . . . 0

No (Skip to Q. 35 ) . . . . . 1 60/2

34. Who do you read to? -- Anyone else? (Circle all which apply)

Mother. . . . . 1 61/2

Father. . . . . 1 62/2

Sister/brother. . . . . 1 63/2

Other . . . . . 1 64/2

35. Does anyone at home read out loud to you?

Yes . . . . . 0

No (Skip to Q. 37 ) . . . . . 1 65/2

36. Who is it? -- Anyone else? (Circle all which apply)

Mother . . . . . 1 66/2

Father . . . . . 1 67/2

Sister/brother . . . . . 1 68/2

Other . . . . . 1 69/2

37. Do you talk to anyone about the books you read?

Yes . . . . . 0

No (Skip to Q. 39) . . . . . 1 70/2

38. Who? -- Anyone else? (Circle all which apply)

Mother . . . . . 1 5/2

Father . . . . . 1 6/2

Sister/brother . . . . . 1 7/2

Other . . . . . 1 8/2

39. Do you like books?

| | | |
|---|---|---|
| A lot . . . . . | 0 | |
| A little bit . . . . . | 1 | |
| Not at all . . . . . | 2 | 9/3 |

40. Do you have any books that belong to you?

| | | |
|---|---|---|
| Yes . . . . . | 0 | |
| No (Skip to Q. 50) . . . . . | 1 | 10/2 |

41. About how many do you have that belong to you? A couple of books ... a lot of books? How many, do you think?

| | |
|---|---|
| ☐☐ | 11-12/9 |

42. Would you like to have more books?

| | | |
|---|---|---|
| Yes . . . . . | 0 | |
| Don't care. . . . . | 1 | |
| No . . . . . | 2 | 13/3 |

43. Where do you keep your books at home? (Circle all which apply)

| | | |
|---|---|---|
| On shelf. . . . . | 1 | 14/2 |
| On a desk or table. . . . . | 1 | 15/2 |
| In a book bag . . . . . | 1 | 16/2 |
| Other . . . . . | 1 | 17/2 |
| None at home. . . . . | 1 | 18/2 |

44. Which do you like better, your own books or those that belong to the school or library?

| | | |
|---|---|---|
| Own . . . . . | 0 | |
| School or library . . . . . | 1 | 19/2 |

45. Does anyone else read your books? -- Brothers, sisters, cousins, friends?

Yes . . . . . 0

No (Skip to Q. 47 ). . . . . 1 20/2

46. Who? -- Anyone else? (Circle all which apply)

Mother. . . . . 1 21/2

Father. . . . . 1 22/2

Sister/brother. . . . . 1 23/2

Other . . . . . 1 24/2

47. What is your favorite story or book? Do you have it at home?

Yes . . . . . 0

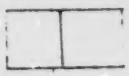
No . . . . . 1 25/2

48. Have you bought any books this month?

Yes . . . . . 0

No (Skip to Q. 50 ). . . . . 1 26/2

49. What books did you buy? -- Any others? (Interviewer records number of books)



27-28/9

50. Is there anyplace near where you live to buy books?

Yes . . . . . 0

No (Skip to Q. 53 ). . . . . 1

Don't know (Skip to Q. 53 ). . . 2 29/3

51. Have you ever been there?

Yes . . . . . 0

No (Skip to Q. 53). . . . . 1 30/2

52. Do they have books there that you like?

Yes . . . . . 0

No . . . . . 1 31/2

53. Has anyone given you any books this month, for you to keep?

Yes . . . . . 0

No . . . . . 1 32/2

54. Do you like people to give you books?

Yes . . . . . 0

No . . . . . 1 33/2

55. Do you like going to the library? (Any library)

A lot . . . . . 0

A little bit . . . . . 1

Not at all . . . . . 2 34/3

56. Are there books you like there?

Yes . . . . . 0

No . . . . . 1 35/2

57. Have you been to the library this month? (Any library)

Yes . . . . . 0

No . . . . . 1 36/2

58. Is there a library in your neighborhood?

Yes . . . . . 0

No (Skip to 0.60 ). . . . . 1

Don't know (Skip to 0. 60). . 2 37/3

59. Have you ever been there?

Yes . . . . . 0

No . . . . . 1 38/2

60. Do you think reading is important?

Yes . . . . . 0

No . . . . . 1 39/2

61. Why?

_____ 40/9

62. Do you remember the book fair at school last year? (This year)

Yes . . . . . 0

No (Skip to 0. 65). . . . . 1 41/2

63. Did you go?

Yes . . . . . 0

No (Skip to 0. 65). . . . . 1 42/2

64. How many books did you get?

☐ 43/9

Interviewer reads instructions to the child:

"I am going to show you a picture. I would like you to tell me a story about the picture -- what is happening in the picture and what the child is thinking and feeling about what she/he is doing."

(Probes): How does he/she feel about what he/she is doing? Does he/she like or not like reading the book? What kind of book do you suppose it is? Anything else?

Interviewer instructions:

Record verbatim the first minute of the child's response to the picture.

65. Positive responses ☐ 44/9

66. Neutral responses ☐ 45/9

67. Negative responses ☐ 46/9

68. WRAT Level I Score (under 12 years of age) ☐☐☐ 47-49/9

69. WRAT Level 2 Score (12 years and older) ☐☐ 50-51/9

70. Latest reading grade recorded (see code sheet) ☐ 52/9

71. Latest standardized reading test given to child (see code sheet) ☐ 53/9

72. Grade norm result of test in Q. 71 ☐☐☐ 54-56/9

Percentiles and Standard Scores corresponding to grade rating and age may be found in the Manual.

**Level I—Reading—Grade Norms.**

| Score | Grade | Score | Grade | Score | Grade | Score | Grade | Score | Grade | Score | Grade | Score | Grade |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | N.3 | 16-17 | Kg.6 | 36-37 | 1.9 | 53 | 5.3 | 68 | 5.5 | 79 | 8.1 | 92 | 12.9 |
| 2 | N.8 | 18 | Kg.7 | 38 | 2.0 | 54 | 5.3 | 69 | 5.5 | 80 | 8.4 | 93 | 13.3 |
| 3 | Pk.1 | 19-20 | Kg.8 | 39-40 | 2.1 | 55 | 5.6 | 70 | 5.7 | 81 | 8.7 | 94 | 13.7 |
| 4 | Pk.2 | 21 | Kg.9 | 41 | 2.2 | 56 | 5.8 | 71 | 5.9 | 82 | 9.0 | 95 | 14.1 |
| 5 | Pk.4 | 22 | Gr.1.0 | 42-43 | 2.3 | 57 | 5.9 | 72 | 6.1 | 83 | 9.3 | 96 | 14.5 |
| 6 | Pk.5 | 23 | 1.1 | 44 | 2.4 | 58 | 6.1 | 73 | 6.3 | 84 | 9.7 | 97 | 14.9 |
| 7 | Pk.7 | 24-25 | 1.2 | 45-46 | 2.5 | 59 | 6.2 | 74 | 6.5 | 85 | 10.1 | 98 | 15.4 |
| 8 | Pk.8 | 26-27 | 1.3 | 47 | 2.6 | 60 | 6.4 | 75 | 6.7 | 86 | 10.5 | 99 | 15.8 |
| 9 | Kg.1 | 28-29 | 1.4 | 48 | 2.7 | 61 | 6.5 | 76 | 6.8 | 87 | 10.9 | 100 | 16.2 |
| 10-11 | Kg.2 | 30-31 | 1.5 | 49 | 2.8 | 62 | 6.7 | 77 | 7.0 | 88 | 11.3 | | |
| 12 | Kg.3 | 32-33 | 1.6 | 50 | 2.9 | 63 | 6.8 | 78 | 7.2 | 89 | 11.7 | | |
| 13-14 | Kg.4 | 34 | 1.7 | 51 | 3.0 | 64 | 7.0 | 79 | 7.5 | 90 | 12.1 | | |
| 15 | Kg.5 | 35 | 1.8 | 52 | 3.1 | 65 | 7.1 | 80 | 7.8 | 91 | 12.5 | | |

**Level II—Reading—Grade Norms**

| Score | Grade | Score | Grade | Score | Grade | Score | Grade | Score | Grade | Score | Grade | Score | Grade |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | Pk.5 | 16 | 1.5 | 29 | 4.4 | 42 | 6.8 | 55 | 9.3 | 68 | 13.0 | 81 | 16.8 |
| 1 | Pk.8 | 17 | 1.5 | 30 | 4.6 | 43 | 6.9 | 56 | 9.6 | 69 | 13.2 | 82 | 17.1 |
| 2 | Kg.1 | 18 | 1.7 | 31 | 4.8 | 44 | 7.1 | 57 | 9.9 | 70 | 13.5 | 83 | 17.4 |
| 3-4 | Kg.2 | 19 | 1.8 | 32 | 5.0 | 45 | 7.3 | 58 | 10.2 | 71 | 13.8 | 84 | 17.7 |
| 5-6 | Kg.3 | 20 | 2.0 | 33 | 5.2 | 46 | 7.5 | 59 | 10.5 | 72 | 14.1 | 85 | 18.0 |
| 7 | Kg.4 | 21 | 2.2 | 34 | 5.4 | 47 | 7.7 | 60 | 10.8 | 73 | 14.4 | 86 | 18.3 |
| 8 | Kg.5 | 22 | 2.4 | 35 | 5.6 | 48 | 7.9 | 61 | 11.3 | 74 | 14.7 | 87 | 18.6 |
| 9 | Kg.6 | 23 | 2.6 | 36 | 5.8 | 49 | 8.1 | 62 | 11.6 | 75 | 15.0 | 88 | 19.0 |
| 10-11 | Kg.7 | 24 | 2.8 | 37 | 6.0 | 50 | 8.3 | 63 | 11.9 | 76 | 15.3 | 89 | 19.5 |
| 12 | Kg.8 | 25 | 3.2 | 38 | 6.2 | 51 | 8.5 | 64 | 12.2 | 77 | 15.6 | | |
| 13 | Kg.9 | 26 | 3.5 | 39 | 6.3 | 52 | 8.7 | 65 | 12.4 | 78 | 15.9 | | |
| 14 | Gr.1.0 | 27 | 3.9 | 40 | 6.5 | 53 | 8.9 | 66 | 12.6 | 79 | 16.2 | | |
| 15 | 1.1 | 28 | 4.2 | 41 | 6.6 | 54 | 9.1 | 67 | 12.8 | 80 | 16.5 | | |

LEVEL 2

Two letters in name (2) A B O S E R T H P I U Z Q (13) 15

milk city in tree animal himself between chin split form 25

grunt stretch theory contagious grieve toughen aboard triumph 33

contemporary escape eliminate tranquillity conspiracy image ethics 40

deny rancid humiliate bibliography unanimous predatory alcove 47

scald mosaic municipal decisive contemptuous deteriorate stratagem 54

benign desolate protuberance prevalence regime irascible peculiarity 61

pugilist enigmatic predilection covetousness soliloquize longevity abysmal 68

ingratiating oligarchy coercion vehemence sepulcher emaciated evanescence 75

centrifugal subtlety beatify succinct regicidal schism ebullience 82

misogyny beneficent desuetude egregious heinous internecine synecdoche 89

LEVEL 1

cat see red to big work book eat was him how 36

then open letter jar deep even spell awake block size 46

weather should lip finger tray felt stalk cliff lame struck 56

approve plot huge quality sour imply humidity urge 64

bulk exhaust abuse collapse glutton clarify 70

recession threshold horizon residence participate quarantine 76

luxurious rescinded emphasis aeronautic intrigue repugnant 82

putative endeavor heresy discretionary persevere anomaly 88

rudimentary miscreant usurp novice audacious mitosis 94

seismograph spurious idiosyncrasy itinerary pseudonym aborigines 100

A R Z H I Q S E B O 10

Two letters in name (2) A B O S E R T H P I U Z Q 25

COMPOSITE PARENT INSTRUMENTS

Identification Page

NAME _____

CHILD'S NAME _____ _____

CHILD'S IDENTIFICATION NUMBER ☐☐☐ 57-59/9

CHILD'S AGE ☐☐ 60-61/9

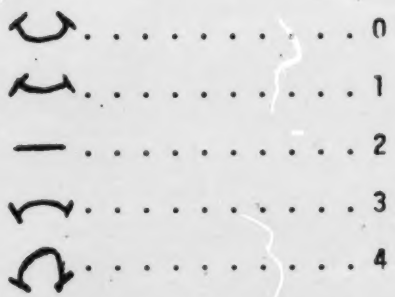
AFFECTIVE RATING INSTRUMENT (Parent's)

Instructions: "I would like to know how you feel about certain things. There is no right or wrong answer. Please show me the picture which tells me how you feel about the following:

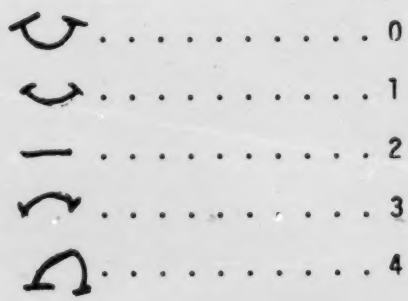
(Interviewer circles the response chosen)

For example:

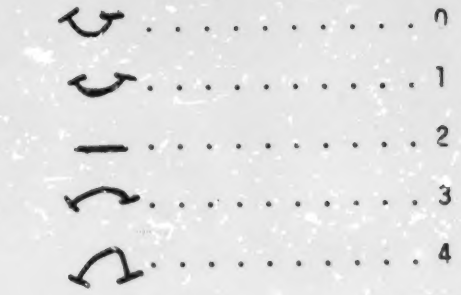
How do you feel about ice cream?




How do you feel about spankings?

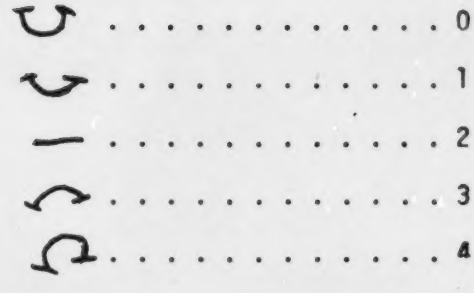


73. How about reading?



62/5

74. How about story books?



63/5

75. And the library?

64/5

76. And how about school?

65/5

## SENTENCE COMPLETION INSTRUCTIONS (Parent's)

"Now I am going to start a sentence and I would like you to finish it. I'll give you three choices, and you say which one tells how you feel. There is no right or wrong answer; you may choose any of the three choices."

For example:

| | | |
|---|---|---|
| Candy tastes | great . . . . . | 0 |
| | good . . . . . | 1 |
| | awful . . . . . | 2 |
| Spinach is | yummy . . . . . | 0 |
| | ok . . . . . | 1 |
| | awful . . . . . | 2 |
| Watching TV is something | I don't like to do. . . . | 0 |
| | I don't mind doing. . . . | 1 |
| | I like to do. . . . . | 2 |

SENTENCE COMPLETION (Parent's)

77. Books are

| | | |
|---|---|---|
| Great . . . . . | 0 | |
| All right . . . . . | 1 | |
| Awful . . . . . | 2 | 66/3 |

78. If someone asks me what do I learn from reading I tell them I learn

| | | |
|---|---|---|
| A lot . . . . . | 0 | |
| A little. . . . . | 1 | |
| Nothing . . . . . | 2 | 67/3 |

79. Comic books are

| | | |
|---|---|---|
| Awful . . . . . | 0 | |
| All right . . . . . | 1 | |
| Great . . . . . | 2 | 68/3 |

80. When I read I feel

| | | |
|---|---|---|
| Great . . . . . | 0 | |
| Good . . . . . | 1 | |
| Bad . . . . . | 2 | 69/3 |

81. Reading is

| | | |
|---|---|---|
| Boring. . . . . | 0 | |
| All right . . . . . | 1 | |
| Fun . . . . . | 2 | 70/3 |

82. Magazines are

Great . . . . . 0

All right . . . . . 1

Awful . . . . . 2 5/3

83. Going to reading class is something

I don't like to do. . . . . 0

I don't mind doing. . . . . 1

I like to do . . . . . 2 6/3

84. Most of the books I read are

Interesting . . . . . 0

All right . . . . . 1

Boring . . . . . 2 7/3

85. I think school is

Great . . . . . 0

All right . . . . . 1

Awful . . . . . 2 8/3

86. Does your child like to read?

| | | |
|---|---|---|
| Not at all. . . . . | 0 | |
| | 1 | |
| | 2 | |
| | 3 | |
| Very much . . . . . | 4 | 9/5 |

87. Does he/she like to read more this year than he/she did last year?

| | | |
|---|---|---|
| A lot more than last year . . | 0 | |
| A little more than last year . . . . . | 1 | |
| Same as last year . . . . . | 2 | |
| Less than last year . . . . . | 3 | 10/4 |

88. Does your child read at home, including homework?

| | | |
|---|---|---|
| Never (Skip to Q. 91) . . . . | 0 | |
| | 1 | |
| | 2 | |
| | 3 | |
| Very often. . . . . | 4 | 11/5 |

89. About how many hours a week does he/she spend doing homework at home?

☐☐ 12-13/9

90. About how many hours a week does he/she read at home, aside from homework?

☐☐ 14-15/9

91. Would you like to see your child spend more time reading?

Definitely not . . . . . 0
1
2
3
Definitely . . . . . .4 16/5

92. Do you suggest to your child that he/she read?

Never . . . . . 0
1
2
3
Very often . . . . . .4 17/5

93. What is your child's reaction when someone asks him/her to read?

Unfavorable . . . . . 0
1
2
3
Favorable . . . . . 4 18/5

94. Has someone in your family read to your child in the past week?

Yes . . . . . 0
No . . . . . .1 19/2

95. Does your child enjoy it when someone reads to him/her?

| | | |
|---|---|---|
| Not at all . . . . . | 0 | |
| | 1 | |
| | 2 | |
| | 3 | |
| Very much . . . . . | 4 | 20/5 |

96. Does your child ever read to you or to someone else in the family?

| | | |
|---|---|---|
| Yes . . . . . | 0 | |
| No (Skip to Q. 98 ) . . . . . | 1 | 21/2 |

97. About how often?

| | | |
|---|---|---|
| Less than once a month . . . | 0 | |
| About once a month . . . . . | 1 | |
| About once a week . . . . . | 2 | |
| Everyday . . . . . | 3 | 22/4 |

98. Does your child talk about what he/she has read?

| | | |
|---|---|---|
| Never . . . . . | 0 | |
| | 1 | |
| | 2 | |
| | 3 | |
| Very often . . . . . | 4 | 23/5 |

99. Do your ever read your child's books?

| | | |
|---|---|---|
| Never . . . . . | 0 | |
| | 1 | |
| | 2 | |
| | 3 | |
| Very often . . . . . | 4 | 24/5 |

100. About how many books has your child read in the past month?

☐☐ 25-26/9

101. Does your child like books?

Not at all . . . . . 0
1
2
3
Very much . . . . . 4 27/5

102. Do you buy books for your child?

Yes . . . . . 0
No (Skip to Q.104) . . . . . 1 28/2

103. Can you give me an idea of how often you buy books for him/her?

Once a week . . . . . 0
Once a month . . . . . 1
Once every six months . . . 2
Once a year . . . . . 3 29/4

104. What is your child's reaction when he/she gets a book as a gift?

Unfavorable . . . . . 0
1
2
3
Favorable . . . . . 4 30/5

105. Does your child ask you to buy books for him/her? About how often?

Never . . . . . 0
1
2
3
Very often . . . . . .4 31/5

106. Does your child like comic books or magazines?

Not at all . . . . . .0
1
2
3
Very much . . . . . 4 32/5

107. About how often does he/she buy comic books or magazines?

Never . . . . . .0
1
2
3
Very often . . . . . 4 33/5

108. Does your child own any books?

Yes . . . . . 0
No (Skip to Q. 113) . . . . 1 34/2

109. About how many?

| | |
|---|---|
| None . . . . . .0 | |
| 1-5 . . . . . 1 | |
| 6-15 . . . . . .2 | |
| 16-25 . . . . . 3 | |
| More than 25 . . . . . .4 | 35/5 |

110. Does your child have a special place or places to keep his/her books?

| | |
|---|---|
| Yes . . . . . 0 | |
| No (Skip to Q. 112) . . . . 1 | 36/2 |

111. Where does he/she keep his/her books? (Circle all which apply)

| | |
|---|---|
| On a shelf . . . . . 1 | 37/2 |
| On a desk/table . . . . . 1 | 38/2 |
| In a book bag . . . . . 1 | 39/2 |
| Other . . . . . 1 | 40/2 |
| Not at home . . . . . 1 | 41/2 |

112. How does your child treat his/her books?

| | |
|---|---|
| Very careless with them . . 0 | |
| 1 | |
| 2 | |
| 3 | |
| Takes very good care of them . . . . . .4 | 42/5 |

113. Does your child share books with his/her brothers and/or sisters?

Never . . . . . 0
1
2
3
Very often . . . . . .4 43/5

114. When you go out does your child take books along?

Very often . . . . . .0
Sometimes . . . . . 1
Never . . . . . 2 44/3

115. How often does your child go to the library?

Everyday . . . . . .0
About once a week . . . . . 1
About once a month . . . . . .2
Less than once a month . . .3
Never . . . . . 4 45/5

116. How does your child feel about school?

Dislikes very much . . . . 0
1
2
3
Likes very much . . . . . 4 46/5

117/ Does your child seem to enjoy school more this year than last year?

Yes . . . . . 0
No . . . . . .1
No change . . . . . .2 47/3

118. Do you feel that your child's reading has improved within the past year?

No . . . . . .0
A little . . . . . .1
A great deal . . . . . .2 48/3

119. Does your child watch "The Electric Company"?

Never . . . . . 0
Once a month . . . . . .1
Once a week . . . . . 2
Several times a week . . . .3
Everyday . . . . . .4 49/5

120. Does your child watch the educational television channel?

Never . . . . . 0
Once a month . . . . . .1
Once a week . . . . . 2
Several times a week . . . .3
Everyday . . . . . .4 50/5

PARENT'S INTERVIEW - OPTIONAL QUESTIONS

121. Do you like to read?

Yes, a lot . . . . . .0
Yes, a little . . . . . 1
No . . . . . .2 51/3

122. What kinds of things do you like to read?

_____

_____

_____ 52/9

123. How often does your child see you reading?

Everyday . . . . . .0
Several times a week . . . .1
About once a week . . . . . 2
About once a month . . . . .3
Less than once a month . . .4 53/5

124. Are you enrolled in any courses?

Yes . . . . . 0
No (Skip to Q. 126) . . . . 1 54/2

125. What type of courses?

_____

_____ 55/9

126. Have you taken any courses within the last two years?

Yes . . . . . 0
No . . . . . .1 56/2

# APPENDIX C

## INSTRUCTIONS TO THE INTERVIEWER

COMPOSITE CHILD INSTRUMENT

Introduction (to child)

"Hello (child's name), my name is _____. I would like to ask you some questions about reading. It's not a test; it will not be graded, and no one but you and I will know what you say to me today. It will take about 20-25 minutes for us to go through all the questions; if you get tired, let me know and we'll take a break. If you do not understand the question or if I'm going too fast, tell me and I will repeat it and slow down. Ready to start?"

"First, what is your whole name? Can you spell it for me?"

"And how old are you?"

"And you're in the (2nd) (5th) grade?"

Affective Rating Instrument

"Now, to answer the first group of questions, we are going to use some faces. (Show child faces card). Look at these faces carefully and we will label them: (interviewer points to appropriate face)

very happy face

little bit happy face

middle face -- not happy, not sad

little bit sad

very sad

(Ask child to repeat labels and point to appropriate face to insure he/she understands labeling)

"Now, using these faces, let's go on to the questions....."

(Read child instructions as stated in instrument)

Huck Inventory

"OK, (child's name), for the next part, I am going to ask you questions about certain stories. Some of these stories you may have read; some you may not have read. I will read the question and 3 answers to you. You choose the answer you think is right. If you are not sure or don't know the answer, take a guess, OK?"

(Repeat question and responses if necessary)

Sentence Completion

Instructions included in Instrument.

Child's Interview Subsection

"Now I am going to ask you some questions about what you read, when you read, and how much you like to read. Ready?"

Reading Apperception Instrument

Instructions included in Instrument.

Scoring Procedure

Positive Responses:
- feels "fine"
- wants to learn or read or whatever
- likes to read or learn
- feels "important", because he's reading
- "reading interesting book"
- thinks/feels book is interesting or fun
- "interested in book"
- "good book", "interesting book"

Neutral Responses:
- feels "OK" or "alright"
- "trying to read" (unless because of something positive or negative)
- "book that he can read or can't read" (unless preceeded by 'he feels happy/sad because...')
- "learning" or "trying to learn"
- "finding out about things"
- "concentrating"; "thinking"
- All responses to 'what kind of book' unless clearly positive or negative (eg. "book she likes or doesn't like", "good book")
- "feels sad - it's a sad story" or because of something in story
- "sad because he don't got nobody to play with"

Negative Responses:
- "feels sad - don't know why"
- "feels sad because he can't read book"
- "feels mad; doesn't like school"
- "feels not too bad"; feels sad - has a sad face
- "thinks book is too hard"

Sentence Completion

"In this section, your child was asked to complete a sentence, given three choices.

We would like to know how you think your child would complete the sentence. I will start the sentence and read the three choices. Please choose the response you think your child would choose."

Parent Interview Subsection

"This section has to do with your child's reading habits and attitudes toward reading and books.

Many of the questions, like question 86, have a five-point answer scale, from 0 to 4, with number 2 as the middle between two extremes. For these questions, please rate your answer between 0 and 4."

Optional Questions

"These questions, number 121-126, are questions about your reading and educational interests. We would appreciate your answering them, if you would like to."

APPENDIX D

PROCESS EVALUATION

Process evaluation, assessing and monitoring the ongoing operations of the RIF program, may be used as one method for structuring programs which are most responsive to the needs of children.

Part One

Data have been collected on how teachers, librarians and delivery agents assess the effectiveness of their current RIF programs. This section includes a description of the methodology and results of the data collection. The instruments used in this evaluation appear at the end of Part One.

Part Two

This section includes the design of three new monitoring instruments which were designed by the staff of the evaluation project in conjunction with the RIF National staff to provide a method of continuous data collection.

## Part One

## RIF Contacts Assess Program Operations

## The Teacher Instrument

A total of 40 RIF teachers, selected from all six cities, comprised the teacher sample. Fifty-five percent (55%; n = 22) of these were second grade teachers, the remaining forty-five percent (45%; n = 18) were fifth grade teachers.

The Teacher Instrument (Appendix B) consisted of 16 questions. It was designed to measure teachers' attitudes and beliefs about 1) the effect of the RIF program upon students' attitudes toward reading and reading habits; 2) parental reaction to the RIF program; and 3) the RIF program itself. Most (14) of the items had a five point response range from positive to negative (e.g., very much ..... not at all; very often .....never; favorable.....unfavorable). The remaining two items were open-ended.

Since the teacher sample was drawn exclusively from the RIF population, no analyses could be computed on RIF/non-RIF differences. However, crosstabulations were performed on item responses by grade and by city. No statistically significant differences emerged from these crosstabulation analyses.

Generally, teachers responded very positively to the questionnaire items, particularly those which addressed students' interests and motivation to read. A breakdown of responses on the most important items (in relation to the goals of RIF) as well as relevant comments by the teachers follows:

Do your students enjoy RIF books?

not at all ..... -
..... -
..... -
..... 5% (n = 2)
very much .....95% (n = 35)

*"The children love the RIF books. I personally feel that the students have a great deal of pride in owning books. The books stimulate a great deal of interest in reading among students."*

*"I am personally proud of the program."*

Do you feel that the RIF program has helped motivate your students to read?

not at all ..... -
..... -
.....13% (n = 5)
.....40% (n = 15)
very much .....47% (n = 18)

*"Many of my students would never have a book of their own if it was not for RIF. This also helps motivate them to learn to read, so that they can read their own books."*

*"The majority of the children who enjoy reading really appreciate and gain from this program. However, some 5th graders who are below grade level in reading just don't seem to be motivated or have much interest in the program."*

Do you feel that the RIF program has helped your students to enjoy reading?

not at all ..... -
..... -
.....11% (n = 4)
.....24% (n = 9)
very much .....66% (n = 25)

*"I think its main value is helping to improve attitudes about reading. Children seem to come to realize that reading can be a real pleasure and they can gain a lot from recreational reading."*

Do you feel that the RIF program has stimulated independent reading in class?

not at all ..... 5% (n = 2)
..... -
.....22% (n = 8)
.....49% (n = 18)
very much .....24% (n = 9)

Do your students show pleasure or pride in owning their own books?

not at all ..... -
..... 3% (n = 1)
..... 8% (n = 3)
.....16% (n = 6)
very much .....73% (n = 27)

*"Because the children get to keep the books to read and reread at their leisure, they don't have to worry about returning them to a library - writing in them, etc. The book becomes one of their prized possessions as many of our children don't have too much to call their own."*

Do you feel that the RIF program has stimulated your students to read outside of school?

not at all ..... -
..... 5% (n = 2)
.....22% (n = 8)
.....43% (n = 16)
very much .....30% (n = 11)

*"I heard children say they read books at home."*

Have you received any reaction from parents regarding the RIF program?

Yes ....41% (n = 16)
No .....59% (n = 23)

How would you rate the general parental reaction?

Unfavorable .... 3% (n = 1)
.... 3% (n = 1)
....21% (n = 7)
....18% (n = 6)
Favorable .....55% (n = 18)

Do you feel that the RIF program is worthwhile?

not at all ..... -
..... -
..... 3% (n = 1)
..... 8% (n = 3)
very much .....90% (n = 34)

*"Yes - the children are extremely anxious about RIF Day. They enjoy selecting their own books. The program creates an enthusiasm about books and reading. I know*

*of no other way in which many of my students could ever own his own personal book. They take great pride in their books - RIF Day is an exciting day for all students."*

Teachers' suggestions for improving the RIF program, on both a national and local level included the following:

*"That you would come more often (once a month) - also - just that I hope it would continue to allow children to select from a wide range of reading material at a nominal cost."*

*"I would suggest that coming more often would be a greater incentive for the students. More follow up work by RIF to show children of your interest. That personal interest be taken by RIF, that is you ask their opinion on the types of reading material you select for them."*

*"I wish they could give out books closer to the childrens' reading level."*

*"The children would like RIF to come more often. Perhaps more parents could be drawn into selections of books - this would certainly make them more 'book conscious'."*

*"Nope, just hope it continues."*

Summary

Analysis of the Teacher Instrument demonstrates a generally positive response to the RIF program on the part of RIF teachers. The two items which have prompted almost unanimous support for the program are 1) "Do your students enjoy RIF books?", to which

ninety-five percent (95%; n = 35) of the teachers responded "Very much"; and 2) "Do you feel that the RIF program is worthwhile?", to which ninety percent (90%; n = 34) of the teachers responded "Very much." These findings reflected results found in other RIF evaluations; teachers are consistent supporters of the program.

Items on which the teachers were less positive about the impact of RIF upon student attitudes and behaviors included "Do you think that the RIF program has stimulated independent reading in class (only 24% responded "Very much") and "Do you feel that the RIF program has stimulated your students to read outside of school?" (only 30% responded "Very much").

From these findings, it would appear that teachers strongly believe that students' attitudes are influenced by their involvement with the RIF program; that is, the large majority of teachers believe RIF students "enjoy" their books, show "pleasure and pride" in their books, "enjoy reading", etc. What teachers are not so positive about is the degree to which students' behaviors are influenced by their involvement with the RIF program. This lower level of perceived program impact was reflected in the relatively low percentage of teachers who strongly agreed that "independent reading" or "outside-of-school reading" had been stimulated, or that students were more "motivated to read."

Library and Community Center Interviews

Oklahoma City was a library based RIF program and New York City was a community center based RIF program. The other four sites had school based programs. Delivery agents in Oklahoma City and New York each completed questionnaire concerning their impressions of RIF, its impact on the children, parents, and schools.

Both respondents saw advantages in the types of programs they administered. The community center respondent felt that the community center delivery system expedited the Book Fairs. The library respondent felt that the library delivery system provided an opportunity for the children to know more about the library and to see librarians in a positve context. One interesting point made was that the library delivery system "take(s) RIF out of the school setting where reading might be stifled by school image into different surroundings with fun atmosphere and activities planned." This respondent also felt that as a result of the RIF program, students showed much more interest in going to the library. There were two disadvantages to the library delivery system mentioned; a communication lag between teacher and librarian as to the purpose of the program and not knowing the children individually for selection (presumably, of books).

Both respondents (community center and library) reported working very closely with the schools and stated that the schools

were supportive of their efforts. They also rated parental and student reactions to RIF as very positive and saw the entire program as very worthwhile.

TEACHER INSTRUMENT

CITY

SITE

1. Do your students enjoy RIF books?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

2. Do you feel that the RIF program has helped motivate your students to read?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

3. Do you feel that the RIF program has helped your students to enjoy reading?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

4. Do you feel that the RIF program has increased your students' interest in books?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

5. Do you feel that the RIF program has stimulated independent reading in class?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

6. Do your students show pleasure or pride in owning their own books?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

7. Do the children share their RIF books with each other?

never . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very often . . . . . 4

8. Do you feel that your students show more interest in going to the library as a result of the RIF program?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

9. Do you feel that the RIF program has stimulated your students to read outside of school?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

10. Have you received any reaction from parents regarding the RIF program?

yes . . . . . 0
no . . . . . 1

11. How would you rate the general parental reaction?

unfavorable . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
favorable . . . . . 4

12. Do you use the RIF books as part of your class curriculum?

never . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very often . . . . . 4

13. Do you feel that the RIF books have been helpful to your reading instruction?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

14. Do you feel that the RIF program is worthwhile?

not at all . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

15. Why/Why not?

16. Do you have any suggestions for improving the RIF program, either on a national or local level?

LIBRARY INTERVIEW

CITY

SITE

1. What is your overall impression of the RIF program?

2. What advantages do you see in a library delivery system?

3. What disadvantages do you see in a library delivery system?

4. How closely do you work with schools in implementing the RIF program?

5. Are the schools supportive of your efforts with the RIF program?

6. Do students seem to enjoy RIF books?

not at all. . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

7. Do you feel that the RIF program has helped motivate students to read?

not at all. . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

8. Do you feel that the RIF program has helped students to enjoy reading?

not at all. . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

9. Do you feel that the RIF program has increased students' interest in books?

not at all. . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

10. Do you feel that students show more interest in going to the library as a result of the RIF program?

not at all. . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

11. Have you received any reaction from parents regarding the RIF program?

yes . . . . . 0
no . . . . . 1

12. How would you rate the general parental reaction?

unfavorable . . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
favorable . . . . . 4

13. Do you feel that the RIF program is worthwhile?

not at all. . . . . 0
. . . . . 1
. . . . . 2
. . . . . 3
very much . . . . . 4

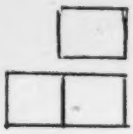
14. Why/Why not?

15. Do you have any suggestions for improving the RIF program, either on a national or local level?

COMMUNITY CENTER INTERVIEW

CITY

SITE



1. What is your overall impression of the RIF program?

2. What advantages do you see in a community center delivery system?

3. What disadvantages do you see in a community center delivery system?

4. How closely do you work with schools in implementing the RIF program?

5. Are the schools supportive of your efforts with the RIF program?

6. What kind of feedback have you received from children who have participated in the RIF program?

7. Have you received any reaction from parents regarding the RIF program?

8. How would you rate the general parental reaction?

9. Do you feel that the RIF program is worthwhile? Why/why not?

10. Do you have any suggestions for improving the RIF program, either on a national or local level?

## Part Two

## Three New Monitoring Instruments

RIF PROJECT PROFILE - I

1. NAME OF RIF PROJECT _____

2. Name of RIF Contact Person _____

3. Address of Contact Person _____

4. Contact Person is: Project Coordinator___ Director___ Chairperson___
   Other___

5. Location of RIF Project _____

6. Type of Program: Public Library___ School___ Community___ Title I___
   Summer Only___ Other (List) _____

7. Program Sponsor(s) _____

   _____

8. Source(s) of Funding _____

   _____

9. Number of volunteer staff [ ][ ][ ] Number of full-time paid staff [ ][ ]

   Total hours contributed by volunteers weekly [ ][ ][ ] Number of part-time paid staff [ ][ ]

10. Number of children served [ ][ ][ ][ ] Number of locations served [ ][ ][ ]

11. What grade levels of children are served in your program? (Please circle all that apply)

    Pre K  K  1  2  3  4  5  6  7  8  9  10  11  12

12. Do you serve any adult citizens? yes___ no___

13. If yes, which groups?

    parents___ prisoners___
    senior citizens___ hospitalized people___

13. Approximately how much of your last year's budget was spent on the following items?

| | Dollar Amount | Percent of Total Annual Budget |
|---|---|---|
| book purchases | _____ | _____ |
| salaries | _____ | _____ |
| supplies | _____ | _____ |
| communications (postage, phone) | _____ | _____ |
| Other _____ | | |

_____

14. What percentage of your past year's budget was accounted for by in-kind services? (i.e., a donated typewriter, a donated van, etc.) _____

15. What percentage of your budget in the past year was raised by the sites you serve? (i.e., by a school) _____

16. Number of books distributed per child in the past year _____

17. How many distribution days were held in the past year? _____

18. How many books were distributed free of charge? _____

19. How many books were distributed through a loan program? _____

20. How many books were distributed through book sales? _____

21. How many books were purchased in the past year? _____

22. What do you estimate to be the annual income of the families of the children you serve?

| | | | |
|---|---|---|---|
| Under $5,000 | _____ | Percentage of the families served | _____ |
| 5,000 - 10,000 | _____ | Percentage of the families served | _____ |
| 10,000 - 15,000 | _____ | Percentage of the families served | _____ |
| Over 15,000 | _____ | Percentage of the families served | _____ |

23. What ethnic groups are represented by the children you serve? Please indicate (by approximation) the percentage of children in each group.

| | | | |
|---|---|---|---|
| Anglo | _____ | American Indian | _____ |
| Black | _____ | Oriental | _____ |
| Mexican-American | _____ | Other | _____ |
| Puerto Rican | _____ | | |

RIF PROJECT PROFILE - II

1. NAME OF RIF PROJECT _____

2. How often have you used the RIF Handbook as a reference in the running of your project?

_____very often
_____often
_____sometimes
_____seldom
_____never

3. If you have used the handbook, which module was most helpful?

_____

Which module was least helpful?

_____

4. Have you had any problems in your dealings with the publishers?

_____yes _____no

Please explain (if yes) _____

_____

_____

5. Have you had any parent involvement in your program?

_____yes _____no

6. If yes, what type?

_____fund raising
_____office assistance
_____public relations work
_____advisory assistance
_____book distribution
_____book title suggestions
_____other (list) _____

7. Have you had any teacher involvement in your program?

_____yes _____no

8. If yes, what type?

_____prepare students for "Reading is Fun Day"
_____book title suggestions
_____follow-up activities and special projects
_____aid in gathering evaluation information
_____other (list) _____

9. Please rank the three (3) most popular types of books chosen by the children in your program (1-most popular, 2-second most popular, 3-third most popular)

_____cartoon, riddle, puzzle books
_____adventure, action, mystery books
_____sewing, cooking, coloring, activity, and craft books
_____fiction
_____biographies
_____books about animals
_____books about careers
_____science books
_____history books
_____sports books
_____other (list) _____

10. Please list the ten most popular book titles in your program during the past year.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

11. Where have you distributed books?

_____schools
_____hospitals
_____playgrounds
_____summer camps
_____bookmobile
_____senior citizens facilities
_____day care centers
_____community centers
_____prisons
_____libraries

12. Have you received any negative comments from school personnel or parents concerning your program?

_____yes _____no

If yes, please explain.

_____

_____

_____

13. What type of public relations coverage has your program received?

| | |
|---|---|
| _____newspaper articles | How many_____(in the past year) |
| _____TV or radio coverage | How many times____(in the past year) |
| _____school newsletter | How many times____(in the past year) |
| _____posters in local businesses | How many posters placed ____(in the past year) |

14. Did you conduct an evaluation of your program this year?

_____yes _____no

If yes, please enclose any report you have available describing the results.

15. Do you conduct any training program for your volunteers?

_____yes _____no

EVALUATION OF RIF CLUSTER MEETINGS

This evaluation form is designed to improve the content of the cluster meetings and to aid us in answering any questions you may still have. Completed forms will be treated confidentially. You need not sign your name.

1. In what year was your RIF program established?_____

2. How long have you been a participant in your RIF program?

_____years

3. What is your position in your RIF program? _____

_____

4a. In preparation for this meeting, we asked you to let us know the problems you have in your RIF program. Was this cluster meeting responsive to your problems?

_____yes
_____no

b. If no, in what way(s) did the meeting fail to respond to your problems?

_____

_____

_____

5a. Were the topics you requested or those in which you had an interest discussed at this cluster meeting?

_____yes
_____no

5b. If yes, was the information helpful to you?

_____very helpful
_____helpful
_____partially helpful
_____not very helpful
_____not at all helpful

c. If no, what are the topics that you would have liked discussed? Please list them. Please try to think of problems that you have faced in conducting your program. Other programs may have had similar problems and it will be useful to consider them at future cluster meetings.

_____

_____

_____

6. In general, this cluster meeting was

_____very helpful
_____helpful
_____partially helpful
_____not very helpful
_____not at all helpful

7. With regard to the meeting's length, this meeting was

_____the right length
_____too long
_____too short

8a. The cluster meetings are intended to be a means for communicating among RIF programs. Did the participants from other RIF programs provide you with useful information?

_____yes
_____no

8b. Please explain.

_____

_____

_____

9a. Would you like to attend another cluster meeting?

_____definitely yes
_____not sure
_____definitely no

b. If you would not like to attend, please indicate your reason.

_____travel cost
_____location
_____not satisfied with program
_____other _____

_____

10. In what ways can National RIF be more helpful to your program?

_____

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(Our RIF Program is sponsored by: School ☐ Community Group ☐

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